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893/94

ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

MILWAUKEE, WIS.

1894.

ПЕРША
ПРИВАТНА
ГІМНАЗІЯ

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— OF THE —

Wisconsin State Normal School

MILWAUKEE, WISCONSIN.

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MILWAUKEE:
STANDARD PRINTING COMPANY.
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STANDARD PRINTING COMPANY,
114 Michigan Street,
MILWAUKEE.

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1893-94

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TERM EXPIRES FIRST MONDAY IN FEBRUARY, 1895.

W. D. PARKER.....Madison.
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TERM EXPIRES FIRST MONDAY IN FEBRUARY, 1896.

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TERM EXPIRES FIRST MONDAY IN FEBRUARY, 1897.

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1893-1894.

L. D. HARVEY, Ph. D., President,
Psychology and Pedagogy.

W. H. CHEEVER, Institute Conductor,
Civics and Political Economy.

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English Language, Literature, and Vocal Music.

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Natural Science.

I. N. MITCHELL, Ph. B.,
Latin and Mathematics.

C. P. CARY,
Methods and Supervision of Practice Teaching.

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Latin.

MIRIAM S. FADDIS,
Physical Training and Drawing.

KARL LUEDERS,
Assistant in Physical Training.

HARRIET TWICHELL,
Director of Kindergarten Training Department.

JENNIE ERICSON,
Teacher of Sloyd.

MODEL SCHOOL.

M. ELIZABETH ALLEN,
Teacher and Critic in Seventh and Eighth Grades.

ALICE E. SANBORN,
Teacher and Critic in Fifth and Sixth Grades.

EMILY W. STRONG,
Teacher and Critic in Third and Fourth Grades.

WINIFRED E. JONES,
Teacher and Critic in Primary Department.

Students in Normal School.

SENIOR CLASS 1893-94.

	CITY.	COUNTY.
Abbott, Lotta,	Westfield,	Marquette.
Adamson, Mary E.,	Milwaukee,	Milwaukee.
Baker, Mamie E.,	Milwaukee,	Milwaukee.
Bertschy, Tulie L.,	Milwaukee,	Milwaukee.
Betten, Isaac,	Chicago, Ill.	
Binzel, Alma L.,	Beaver Dam,	Dodge.
Black, Mary,	Mauston,	Juneau.
Blackburn, Kate I.,	Rochester,	Racine.
Blackstone, Hattie K.,	Berlin,	Green Lake.
Booth, Mary E.,	Milwaukee,	Milwaukee.
Brennan, Elizabeth,	Milwaukee,	Milwaukee.
Brownell, Stella F.,	Milwaukee,	Milwaukee.
Bury, Hattie P.,	Mauston,	Juneau.
Chamberlain, May L.,	Kilbourn City,	Columbia.
Cline, Esther M.,	Milwaukee,	Milwaukee.
Derse, Robert M.,	Alderly,	Dodge.
Dreutzer, Ruth A.,	Wauwatosa,	Milwaukee.
Fink, Ella L.,	South Milwaukee,	Milwaukee.
* Flanagan, Genevieve,	Fort Benton, Montana.	
Fletcher, A. H.,	East Troy,	Walworth.
Freeman, James R.,	Sparta,	Monroe.
Gansel, Edward A.,	Milwaukee,	Milwaukee.
Gardner, Emma J.,	Milwaukee,	Milwaukee.
Gillespie, Wm. W.	Sturgeon Bay,	Door.
Gillette, Julia,	Waukesha,	Waukesha.
Graham, John C.,	South Wayne,	La Fayette.
Grubb, Mattie L.,	Milwaukee,	Milwaukee.
Hollister, Jessie M.,	Milwaukee,	Milwaukee.
Hughes, Florence,	Milwaukee,	Milwaukee.
Jones, Lydia M.,	Delavan,	Walworth.
Kennedy, Katharine C.,	Milwaukee,	Milwaukee.
Kristensen, Anna M.,	Kenosha,	Kenosha.
Krueger, Olive,	Milwaukee,	Milwaukee.
Ladoff, Rosalie,	Milwaukee,	Milwaukee.

	CITY.	COUNTY.
Landolt, Louise J.,	Wauwatosa,	Milwaukee.
Lydon, Margaret L.,	Milwaukee,	Milwaukee.
McDowell, John C.,	Montello,	Marquette.
McIntosh, Margaret V.,	Milwaukee,	Milwaukee.
Michaels, Etta M.,	Berlin,	Green Lake.
Moody, Mary,	Milwaukee,	Milwaukee.
Morrison, Elsie,	Milwaukee,	Milwaukee.
Mutch, Geneva,	Elroy,	Juneau.
Peterson, Grace M.,	Milwaukee,	Milwaukee.
*Poiron Cornelia,	Milwaukee,	Milwaukee.
Price, Hannah E.,	Milwaukee,	Milwaukee.
*Risk, Nina I.,	Easton,	Adams.
Robertson, Lillian A.,	Milwaukee,	Milwaukee.
*Robinson, Anna M.,	Milwaukee,	Milwaukee.
Rosenthal, Annette,	Milwaukee,	Milwaukee.
Schlitching, Meta,	Milwaukee,	Milwaukee.
Sheldon, May,	Milwaukee,	Milwaukee.
Skelding, Mary,	Milwaukee,	Milwaukee.
Smith, Nettie,	Pewaukee,	Waukesha.
Soik, Matta,	Berlin,	Green Lake.
Somers, Florence J.,	Milwaukee,	Milwaukee.
Sontag, Lillian V.,	Fort Atkinson,	Jefferson.
Stanley, Florence,	Lodi,	Columbia.
Suckow, Elsie,	Milwaukee,	Milwaukee.
Thomson, Charles,	Tomah,	Monroe.
Tower, Effie M.,	North Greenfield,	Milwaukee.
Uhlmann, Gustav,	Milwaukee,	Milwaukee.
Utendorfer, William E.,	Spring Green,	Sauk.
Waldron, Jessie E.,	Milwaukee,	Milwaukee.
*Wenzel, Theodore W. A.,	Milwaukee,	Milwaukee.
Wetherby, Jessie,	Mauston,	Juneau.
Wilde, Samuel H.,	Milwaukee,	Milwaukee.
*Williams, Catherine R.,	Milwaukee,	Milwaukee.
Worden, Ruth A.,	Milwaukee,	Milwaukee.

*Graduated Feb. 5, 1894.

JUNIOR CLASS 1893-94.

	CITY.	COUNTY.
Allen, Mary O.,	Milwaukee,	Milwaukee.
Bishop, Dollie,	Milwaukee,	Milwaukee.
Blackney, Marguerite,	Barneveld,	Iowa.

	CITY.	COTNTY.
Braband, Lilla,	Milwaukee,	Milwaukee.
Burke, Daisy,	Milwaukee,	Milwaukee.
Bushnell, Grace,	Horicon,	Dodge.
Clarenbach, Ernst,	Sheboygan,	Sheboygan.
Clark, Myrtes, E.,	Mayville,	Dodge.
Comstock, Mabel,	Milwaukee,	Milwaukee.
Connolly, Nellie M.,	Milwaukee,	Milwaukee.
Crysler, Ethel B.,	Milwaukee,	Milwaukee.
Dennison, Effie H.,	Milwaukee,	Milwaukee.
Desmond, Tessie C.,	Milwaukee,	Milwaukee.
Dick, Susie,	Milwaukee.	Milwaukee.
Dike, Charles E.,	Spring Prairie,	Walworth.
Dougherty, Nellie,	Milwaukee,	Milwaukee.
Durbin, Louise,	Milwaukee,	Milwaukee.
Eastman, Elizabeth T.,	Fond du Lac,	Fond du Lac.
Emery, Cora W.,	Milwaukee,	Milwaukee.
Fallon, Margaret,	Milwaukee,	Milwaukee.
Fleischer, Hermann,	Milwaukee,	Milwaukee.
Foley, Kathleen H.,	Wauwatosa,	Milwaukee.
Gross, Lillian B.,	Milwaukee,	Milwaukee.
Greutzmacher, Ida,	Milwaukee,	Milwaukee.
Guequierre, Annette,	Milwaukee,	Milwaukee.
Haessler, Betty,	Williamsburg,	Milwaukee.
Harrington, Elizabeth,	Milwaukee,	Milwaukee.
Hawley, Bessie W.,	Wauwatosa,	Milwaukee.
Henika, Louia M.,	Milwaukee,	Milwaukee.
Henry, Marie E.,	East Troy,	Walworth.
Hooper, John L.,	Lake Mills,	Jefferson.
Hopkins, May A.,	Milwaukee,	Milwaukee.
Horton, Schuyler C.,	New Rome,	Adams.
Hunter, Agnes W.,	Lake Beulah,	Walworth.
Ide, Carrie S.,	Milwaukee,	Milwaukee.
Jacob, Frances L.,	Waukesha,	Waukesha.
Jones, Ida I.,	Plymouth,	Sheboygan.
Jones, Sada B.,	Waukesha,	Waukesha.
Kaney, John S.,	Richland Centre,	Richland.
Kapplemann, Mary,	Sheboygan Falls,	Sheboygan.
Kerwin, Alice P.,	Madison,	Dane.
Krahn, Adolph J.,	Huilsburgh,	Dodge.
Krez, Gertrude L.,	Milwaukee,	Milwaukee.
Kuenzli, Caroline,	Pewaukee,	Waukesha.

	CITY.	COUNTY.
Lantry, Alice P.,	Milwaukee,	Milwaukee.
Leighton, Arthur J.,	Sheboygan Falls,	Sheboygan.
Lewis, Mabel E.,	Wauwatosa,	Milwaukee.
Lugg, Fannie M.,	Milwaukee,	Milwaukee.
McNaney, Bessie,	Milwaukee,	Milwaukee.
Mason, Clara M.,	Fond du Lac,	Fond du Lac.
Massee, Irene,	Milwaukee,	Milwaukee.
Miladofsky, Emily,	Milwaukee,	Milwaukee.
Mitchell, Kate B.,	Kenosha,	Kenosha.
Murphy, Carrie May,	Fond du Lac,	Fond du Lac.
Murphy, Mamie A.,	Racine,	Racine.
Neubauer, Mamie,	De Pere,	Brown.
Nichols, Jessie L.,	Milwaukee,	Milwaukee.
Niederman, Ella,	Milwaukee,	Milwaukee.
Parry, Florence,	Milwaukee,	Milwaukee.
Peterson, Peter,	Black Earth,	Dane.
Pupikofer, Sophie,	Milwaukee,	Milwaukee.
Purdy, Mrs. John D.,	Milwaukee,	Milwaukee.
Radford, Ida M.,	Oshkosh,	Winnebago.
Read, Hattie M.,	Kewaunee,	Kewaunee.
Rose, Libbie.,	Fort Atkinson,	Jefferson.
Sceets, Gertrude,	Milwaukee,	Milwaukee.
Scheuber, Clara,	Milwaukee,	Milwaukee.
Scheuber, Mildred,	Milwaukee,	Milwaukee.
Schneider, Clara,	Milwaukee,	Milwaukee.
Schoen, Alice,	Milwaukee,	Milwaukee.
Scholz, Ida M.,	Milwaukee,	Milwaukee.
Scofield, Katherine,	Milwaukee,	Milwaukee.
Seyk, Annette,	Kewaunee,	Kewaunee.
Sigwell, Sarah S.,	Janesville,	Rock.
Skiles, Daisy G.,	Milwaukee,	Milwaukee.
Sloan, Anna A.,	Waupun,	Fond du Lac.
Southworth, J. E.,	La Farge,	Vernon.
Spaulding, Emily,	Stevens Point,	Portage.
Stiles, Lynn B.,	Lake Mills,	Jefferson.
Stilwell, Mabel C.,	Milwaukee,	Milwaukee.
Sykes, Maud,	Janesville,	Rock.
Taft, Jennie G.,	Milwaukee,	Milwaukee.
Tillson, Blanche E.,	Manitowoc,	Manitowoc.
Tipler, John,	Milwaukee,	Milwaukee.
Ward, Maud C.,	Janesville,	Rock.

	CITY.	COUNTY.
Wasweyler, Selma E.,	Milwaukee,	Milwaukee.
Weisflow, Caroline H.,	Milwaukee,	Milwaukee.
Wells, Cora A.,	Portage,	Columbia.
Wells, Frank J.,	Omro,	Winnebago.
White, Evangeline M.,	Milwaukee,	Milwaukee.
Wilce, Lillian A.,	Milwaukee,	Milwaukee.
Wilde, Ella E.,	Milwaukee,	Milwaukee.
Wood, Alice M.,	Milwaukee,	Milwaukee.
Woodford, Erwin,	Augusta,	Eau Claire.

SUMMARY BY COUNTIES.

Adams	2	Manitowoc	2
Brown	1	Marquette	2
Columbia	4	Milwaukee	96
Dane	2	Monroe	2
Dodge	4	Portage	1
Door	1	Racine	2
Eau Claire	1	Rock	3
Fond du Lac	4	Richland	1
Green Lake	3	Sauk	1
Iowa	1	Sheboygan	4
Jefferson	4	Vernon	1
Juneau	4	Walworth	3
Kenosha	2	Waukesha	4
Kewaunee	2	Winnebago	2
La Fayette	1		
	36		124
			36
Total			160

Other States.		Total Summary.	
Illinois	1	Summary by Counties	160
Montana	1	" " States	3
North Dakota	1	Total	163

Of The Senior Class.

The number coming from the Milwaukee High School.....29
The number whose preparatory work was done elsewhere.....39

Of The Junior Class.

The number coming from the Milwaukee High School.....44
The number whose preparatory work was done elsewhere.....51
Total number in the school this year from Milwaukee High School73
Total number in the school this year from other schools.....90

Model School.

FIRST GRADE.

Baird, Frank,
Estee, Wanda,
French, Osborne,
Hamilton, Paul,
Herdegen, Irma,
Irvin, Alice,
Johnson, Darwin,
Moore, Margaret,
Neeves, Harold,
Nelson, Ruby,
Nelson, Bessie,
Pleiss, Paul,
Potter, Eddie,
Reinhardt, Paul,
Rogers, Marion,
Uhrig, Edwin.

SECOND GRADE.

Baird, Mabel,
Bishop, Myrtle,
Booth, Andrew,
Dreshaus, Else,
Goetz, Walter,
Haugen, Ragna,
Haugen, Alice,
Hawley, Alberta,
Heller, Paula,
Howard, Arthur,
Johnson, Edith,
King, Helen,
Mitchel, Donald,
Northrop, Bessie,
Rogers, Sumner,
Smithing, Eva,
Weber, Arthur,
White, Harry,
Whitemore, Ruth,
Weinhagen, George.

THIRD GRADE.

Alden, Leola,
Clark, Stewart,
Grant, Alice,
Hard, Helen,
Heck, Gertie,
Heck, Mertie,
Hunter, Miller,
Irvin, Edward,
Jones, Marion,
Moore, Jeanette,
Pleiss, Ottilia,
Rice, Hyacinth,
Sheldon, Seth,
Weigell, Dora,
Weinhagen, Elizabeth,
Wright, Agnes,
Uhrig, Alex.

FOURTH GRADE.

Bass, Helen,
Brown, Theodore,
Bude, Alfred,
Carter, Miriam,
Mandeville, Roy,
Mapel, John,
Merrill, Maud,
Mitchell, Harry,

Cary, Lucian,
Carmichael, George,
French, Inez,
Hard, Chester,
Heck, Katie,
Jakob, Fred,
Johnston, Hilda,
Johnston, Jack,
Morris, Laura,
Rice, Milton,
Saveland, Edward,
Schaus, Anna,
Schuster, Helena,
Sellmer, George,
Stanhope, Eugene,
Wallis, May.

FIFTH GRADE.

Alden, Charles,
Bannard, Florence,
Bell, Marion,
Birnbaum, Myra,
Blanchard, Marjorie,
Campbell, Alice,
Hard, Edith,
Haugen, Helga,
Herman, Eugene,
Pleiss, Emilia,
Richardson, Kittie,
Spurr, Harry,
Stannard, Leeta,
Weber, Bessie,
White, Fred.

SIXTH GRADE.

Campbell, William,
Dziewanowski, Ralph,
Erickson, William,
Hastings, Leona,
Heck, Minnie,
Heller, Florence,
Hohler, William,
McIntosh, Donald,
Minard, Nellie,
Porter, Harry,
Rappel, Wenzel,
Richardson, Rosie,
Rohlinger, Paul,
Salmon, Harry,
Schreiber, Lillie,
Skelton, Florence,
Tuttle, Berdice,
White, Ethel,
Williams, Grace.

SEVENTH GRADE.

Dennison, Charles,
Dratz, Josie,
Eissfeldt, Helen,
Goldsmith, Bernard,
Goldsmith, Laura,
Greenthal, Meta,
Grobman, Walter,
King, Harvey,
Landwehr, Walter,
Moore, Sam,
Pleiss, Lizzie,
Richardson, Janie,
Stumes, Alice,
Wehe, Waldemar,
Wollaeger, Thekla,
Worden, Hattie.

EIGHTH GRADE.

Alden, Frances,
Boerner, Albert,
Caldwell, Ella,
McCallum, Alex.
Northrup, Maurice,
Pullen, Lloyd,

Cheever, Lucile,
Dale, George,
Goetz, Herman,
Harvey, Helen,
Heller, Bella,
Landwehr, Carl,
Luedke, Helen,
Ries, Anna,
Vogl, Hewey,
Weber, Fred,
Weigell, Herman,
Wenzell, Rilla,
Williams, Edith.

SUMMARY OF ENROLLMENT FOR THE YEAR 1893-'94.

NORMAL DEPARTMENT.

Senior year	69	
Junior year	94	
		163
MODEL SCHOOL		146
Total		309

Courses of Study, Normal Department.

ENGLISH COURSE.

JUNIOR YEAR.

	WEEKS.
Vocal Music	5
Drawing	20
Composition and Rhetoric	10
Literature	20
Algebra	10
Geometry	10
Elementary Physics	10
Advanced Physiology	10
Botany or Zoology	20
General History	10
Theory and Art of Teaching	10
Observation	10
Psychology	10

SENIOR YEAR.

	WEEKS.
Reviews	20
Technics and Methods in El. Science	10
Practice Teaching	40
Political Economy and Civics	20
Psychology	10
History and Science of Education	20

Students in the English Course will take the foregoing regular work, and in addition thereto will select some one of the following five groups of electives:

ELECTIVES.

		WEEKS.
A.	Natural History or Special Work	20
	Advanced Physics and Geology	40
B.	Natural History and Physics	40
	School Supervision and Special Work	20
C.	Natural History or Special Work	20
	Advanced Physics and Chemistry	40
D.	Chemistry	40
	Advanced Physics or Natural History	20
E.	Advanced Work in English, Modern Literature and Methods of Teaching it, and Advanced Physics	40
	Special Work in Literature and Natural History	20

LATIN OR GERMAN COURSE.

JUNIOR YEAR.

	WEEKS.
Drawing	20
Composition and Rhetoric	10
Literature	20
Geometry	10
Natural History or Special Work	20
Advanced Physiology	10
General History	10
Observation	10
Theory and Art of Teaching	10
Psychology	10
Latin or German	40

SENIOR YEAR.

	WEEKS.
Reviews	20
Practice Teaching	30
Political Economy and Civics	20
Advanced Physics or Chemistry	20
Psychology	10
History and Science of Education	20
Latin or German	40

Students entering the Latin Course must have done two years' work in Latin, and be prepared to take an examination in four books of Cæsar or an equivalent.

Students entering the German Course must have had at least the equivalent of two years of High School work in German. They should be able to pronounce correctly; should know the *essentials* of the German grammar and be able to apply them; should be able to read and translate the reading lessons in any standard reader correctly and understandingly; should have practice in the oral use of German in connection with the reading lessons, and should have memorized several standard selections of German literature.

Students may take examinations for advanced standing in any of the courses. If these examinations show a satisfactory knowledge of the subjects, students will not be required to take them in course.

The "Special Work" provided for in some of the courses will be in such lines of review or advance work as the needs of students may make desirable. Special classes will be organized for this work as needed.

All students are expected to take part in the physical exercises, in the chorus practice, and in the library readings daily throughout the course.

KINDERGARTEN TRAINING COURSE.

JUNIOR YEAR.

FIRST TERM.	WEEKS.
Psychology	10
Composition and Rhetoric	10
Botany or Zoology	10
Drawing	10
Music	5
Occupations,—Sewing, Drawing, Weaving, and Folding	20
Study of First, Second, Third, and Fourth Gifts, Practice and Theory	20

SECOND TERM.	WEEKS.
Literature	20
Inventional Geometry	10
Botany or Zoology	10
Occupations,—Cutting, Pease Work, and Modeling	20
Study of Fifth, Sixth, Seventh, and Eighth Gifts	20

Observation Work in Kindergarten and Practice in Songs and Games.

SENIOR YEAR.

FIRST TERM.	WEEKS.
Psychology	10
General History	10
Reviews	10
Gifts and Occupations and Mutter und Kose—Lieder studied from the standpoint of principles involved	20
Practice Work in Kindergarten	20

SECOND YEAR.	WEEKS.
History and Science of Education	20
Reviews	10
Free Hand Drawing, — Blackboard Work	10
Study and Application of the Underlying Principles of the Kindergarten	10
Practice Work in the Kindergarten	20

The foregoing Kindergarten Course is offered to meet the needs of students who desire to thoroughly fit themselves as directors of Kindergarten work, as well as to do the work of Assistants under the direction of others, and is specially designed to meet the demand for thoroughly trained Kindergartners in the public schools of the State. Students completing the course satisfactorily will receive a diploma which legally qualifies the holder to teach for one year in any Kindergarten in the State which is supported by the public funds. After one year's successful work in teaching, this diploma may be countersigned by the State Superintendent, when it becomes a State Certificate legally qualifying the holder to teach for life in any Kindergarten connected with the public school system in the State.

The first year's work is so planned as to fit students to do the work of Kindergarten assistants. It is, however, very desirable that students entering this Course, shall plan to take the full two years' training.

Students failing to show an aptitude for the Kindergarten work will be advised not to continue in the course.

Persons taking the Kindergarten course will make the same declaration of intention to teach as other students, and will be regarded as regular students in the Normal School, and subject to the same general regulations as students in the other courses.

Persons not well prepared will not be admitted.

No charge for tuition will be made to residents of the State. All material which in its completed form it is desirable that the student shall own, will be furnished at cost.

SCHEDULE OF CLASSES FOR JUNIOR YEAR.

FIRST QUARTER.

FIRST SECTION.	WEEKS.	SECOND SECTION.	WEEKS.
Vocal Music	5	Vocal Music	5
Drawing	10	Algebra	10
Elementary Physics	10	Botany	10
Literature	10	Composition and Rhetoric	10
Psychology	10	Psychology	10

SECOND QUARTER.

Drawing	10	Drawing	10
Algebra	10	General History	10
Zoology	10	Elementary Physics	10
Literature	10	Theory and Art of Teaching	10
Inventional Geometry	10		

THIRD QUARTER.

Geometry	10	Drawing	10
Composition and Rhetoric	10	Elementary Chemistry	10
Advanced Physiology	10	Advanced Physiology	10
Theory and Art of Teaching	10	Literature	10
		Observation	10

FOURTH QUARTER.

Reading	10	Reading	10
General History	10	Geometry	10
Zoology	10	Botany	10
Advanced Work in English	10	Literature	10
Observation	10	Elementary Chemistry	10

SCHEDULE OF CLASSES FOR SENIOR YEAR.

FIRST QUARTER.

FIRST SECTION.	WEEKS.	SECOND SECTION	WEEKS.
Arithmetic	5	Grammar	5
Grammar	5	Arithmetic	5
Advanced Physics	10	Advanced Physics	10
Practice Teaching	10	Practice Teaching	10
Modern Literature and Methods of teaching it	10	Political Economy	10

SECOND QUARTER.

Psychology	10	Psychology	10
Technics and Methods in Elementary Science	10	Political Economy and Civics	10
Advanced Physics	10	Advanced Physics	10
Practice Teaching	10	Practice Teaching	10
Special Work in Literature	10		

THIRD QUARTER.

Geography	5	United States History	5
United States History	5	Geography	5
Political Economy	10	Advanced Chemistry	10
Practice Teaching	10	Practice Teaching	10
History and Science of Education	10	History and Science of Educaton	10

FOURTH QUARTER.

History and Science of Education	10	History and Science of Education	10
Political Economy and Civics	10	Technics and Methods	10
Geology and Physical Geography	10	Advanced Chemistry	10
Practice Teaching	10	Practice Teaching	10
		School Supervision	10

Class work in Latin, German, and Kindergarten training will be carried on continuously throughout the two years.

The size of the classes makes it necessary to divide each into two sections. Each section does the same work as the other in the course of the year.

REQUIREMENTS FOR ADMISSION.

Any person presenting testimonials of good moral character and showing evidence of "sound physical health," may be admitted to the Normal School under any of the following conditions, fixed by the Board of Regents:

"The terms of admission to the State Normal School at Milwaukee, shall be: (*a*) by certificate of having completed the first three years of one of the existing courses of study in the High School at Milwaukee, excepting trigonometry; (*b*) by elementary certificate from any Normal School in Wisconsin; (*c*) by diploma from such free high schools in Wisconsin as have adopted the four years' English and scientific course of study prescribed by the State Superintendent for such schools, with a certified record of their standings in all branches of the High School Course. Provided: That any branch of the High School Course in which passing standings are not presented, shall be taken, in class or by examination, at the Normal School; (*d*) by examination in the branches in the last mentioned course, except that English history be substituted for Theory and Art of Teaching." Standings on state certificates granted by the state board of examiners will be accepted on branches required for admission.

The foregoing requirements apply also to candidates seeking admission to the Kindergarten Course.

Credit is given for work done in colleges or in the state university. When the students come recommended by the faculty of such institutions as having completed one or more years of a regular course of study, they are admitted without examination. Any applicant may be admitted to advanced standing by giving evidence upon examination, of such attainments in the study as the standard of work in the school requires.

Persons presenting the proper credentials from high schools or colleges, will be admitted to the work of the school, but the standing for graduation from the school must be established by written examination, or by such oral tests as the faculty may deem wise to submit. Candidates for admission by examination will be required

to pass a satisfactory examination in the following named branches:

Arithmetic,	Reading,
Geography, Political and Physical.	English Grammar,
Composition,	Literature,
History of the U. S.,	Civil Government,
Algebra,	Geometry,
Physiology,	English or General History.
Physics,	

Candidates may be admitted with conditions in a limited number of the above-named subjects, provided the standing in the other studies gives evidence of strength to carry the regular work and make up deficiencies within a short time.

PREPARATORY WORK FOR ADMISSION.

The courses of study in the Normal School are planned with the thought that a good knowledge of the common branches and good habits of study should be had by the student before entering upon the specific work of training for teaching.

As a matter of experience it is found that the degree of mastery of the common branches possessed by students coming from different High Schools in the State is a varying one.

Two students holding diplomas from different High Schools, present themselves for admission to the Normal School. Each has completed a four years' High School course and is entitled to admission. They enter and begin their work. The fact now develops that one has a definite and comprehensive knowledge of the common branches and is able to state this knowledge clearly, readily, and accurately; the other has vague, indefinite notions of these subjects, has a smattering of everything and nothing complete, and is unable to state accurately, clearly, and positively, many of the most simple and important facts which should have been mastered in his previous school work, and has little or no power to see and state the relations between facts.

The first student finds himself able to do the work in the course he has selected with comparative ease, and finds time for collateral reading and study and for recreation, which broaden his views and give him a deeper

insight into the science and art of teaching, and into the science and art of living as well.

The second student finds himself overworked to carry on the regular studies of his course, complains that students are driven too hard, and finds little or no time for anything but text book work. His work will do something for him; if he be strong mentally and physically he may largely make up the deficiencies in his preparatory work and do excellent work in the school; but if the same effort had back of it thorough preparation, he would accomplish much more.

Letters are frequently received from persons who are preparing to enter the school upon an examination, asking the scope of the preparatory work required for admission.

For the benefit of these persons, as well as for High School students who are contemplating taking a course in the Normal School and who wish to be well prepared, the following outline of preparatory work in the several branches is submitted. It is believed that a mastery of the work here presented will not only fit the student to enter upon a Normal School course, but that it will also prove eminently practical as a partial preparation at least, for more advanced work in college or university, or for the active duties of life.

Students expecting to enter the school are requested to make a careful examination of this outline.

ARITHMETIC.

The student should have ability to secure results accurately and rapidly in addition, subtraction, multiplication, and division of simple and denominate numbers, common and decimal fractions; and in factoring numbers less than 100, in finding G. C. D. and L. C. M.; in extraction of square and cube roots; in the mensuration of triangles, quadrilaterals and circles, prisms, pyramids, cones, cylinders and spheres.

He should be able to form and solve proportions and to analyze problems giving rise to proportions.

He should know the fractional equivalents of the different per cents. commonly used, as well as he knows the multiplication table; be able to find readily any per cent. of a number; to find any number, knowing any per cent. of it; to find what per cent. one number is of another. The student should be able to change problems under each of these three general cases to problems in common fractions and in decimal fractions, and to solve them as such. He should be able to apply the principles of percentage to operations in profit and loss, commission, trade discount, insurance, and taxes, and should be master of one good method of computing interest, and be able to determine the amount due on a note on which partial payments have been made.

When dealing with small, simple whole numbers, and with common fractions whose denominators are twelve or less, and with small compound denominate numbers, he should be able to secure correct results rapidly without written work.

He should be able to give a clear analysis of the work in solving prob lems, and to state in order the processes involved in the solution of problems, not only when the work has all been performed, but when it is indicated without being performed.

Much time will be saved in the work in arithmetic, if the student will learn to perform the fundamental operations accurately, and in the later portions of his work, indicate or state the operations to be performed in the solution of problems without actually performing them.

The mental training arises more largely from determining what operations are to be performed under given conditions, than in the mechanical performance of the operations which are always those of addition, subtraction, multiplication, or division.

The student should have the power to state and solve original problems, to illustrate general principles and to furnish opportunities for applying the rules for special cases.

He should be able to state clearly, concisely, and accurately, the definitions of terms commonly used in arithmetic, and to illustrate their meaning by examples or otherwise.

Unless he can improve upon the definitions given in the books, he should learn them as there stated. This statement also applies to the rules for performing operations.

It is not meant that the student should learn the words of the book without a knowledge of their meaning, but that he should understand the meaning of terms in arithmetic and know how to perform operations; then if he can not improve upon the formulation of definitions and rules given in the books, he should learn those as the orderly statement of what is in his mind. In the solution of problems, students should be able to give reasons clearly and readily for each operation.

Good oral and written expression is as essential as the abillty to solve difficult arithmetical problems.

ALGEBRA.

Students should possess the ability to give clear, accurate, and concise definitions of terms commonly used in algebra; the distinction between positive and negative quantities; a clear statement of the processes in adding, subtracting, multiplying, and dividing algebraic quantities; an explanation of the laws governing signs in subtraction and multiplication. Should be able to state and apply the following formulas:

1st. The square of the sum of two quantities is equal to the square of the first, plus twice the product of the two, plus the square of the second.

2d. The square of the difference of two quantities is equal to the square of the first, minus twice the product of the two, plus the square of the second.

3d. The product of the sum and the difference of two quantities is equal to the difference of their squares.

4th. The product of the sum or difference of two quantities into one of them plus or minus a third quantity, equals the square of the first quantity, the sum of the second and third quantities into the first, and the product of the second and third quantities.

5th. The cube of the sum or difference of two quantities equals the cube of the first, plus or minus three times the square of the first into the second, plus three times the first into the square of the second, plus or minus the cube of the second.

In factoring the student should be able to recognize the following described expressions and to factor them.

1st. Trinomial squares.

2d. The difference of two squares.

3d. A trinomial whose first term is a square, and whose last term is the product of two factors, whose sum into the square root of the first term equals the second term.

4th. The sum or difference of two cubes.

The student should be able to find the greatest common divisor and the least common multiple by the method of factoring; should have a knowledge of and ability to apply axioms on which operations in equations are based; to give clear and orderly statements of steps in the solution of equations with explanation of the process in each case; to translate the language of problems into the algebraic language of equations and the reverse.

With fair ability in the solution of the equations, much of the time ordinarily devoted to the solution of problems may be more profitably spent in stating the equations to which the problems give rise, assuming the ability of the pupil to solve the equation without actual performance of the work. The student should be able to state clearly and apply readily laws governing exponents, co-efficients, and signs, in raising a binomial to any power; to extract the square and cube roots of numerical and of literal expressions, and to explain fully the process by squaring or cubing a binomial of the form $a+x$, or $20+5$; to determine the parts of which the square or cube is composed, and from a consideration of these parts to formulate the steps in order in the process of extracting the roots; to make

clear and accurate statements as to the force of positive and negative, integral and fractional exponents; to prove that $a^{\circ}=1$ and that $a^{-m}=\frac{1}{a^{m}}$.

He should be able to state: when a radical quantity is in its simplest form and how to reduce it to that form; how to change the degree of a radical, how to add, subtract, multiply, and divide radicals and should be skillful in performing these operations. He should have the ability to solve equations containing radicals; also quadratic equations, pure and affected. In a solution of affected quadratic equations of the form $x^2+2px=q$, the student should be able to deduce the formula $x=-p\pm\sqrt{q+p^2}$ and to use this formula in dealing with such equations. He should be able to solve simultaneous quadratic equations in the following cases :—when one equation is of the first degree; when the equations are symmetrical with respect to x and y; when each equation is of the second degree and homogeneous; to form a quadratic equation when its roots are known, and from this to show the application of factoring in a determination of the roots of affected quadratic equations. He should be able to discuss fully the general equation $x^2+2px=q$, showing the values of the roots for different values of p and q; to give a general discussion of the properties of proportions, and to solve problems involving the use of proportions.

The character of the student's preparation for the work in algebra in the Normal School, will be determined as largely from his ability to make correct, clear, and concise statements of definitions, processes or rules, and steps in the performance of algebraic operations, in the solutions of problems, and in general demonstrations, as in his ability to perform operations, to solve problems, and to give demonstrations.

GEOMETRY.

The whole of plane geometry treated in any of the standard text-books.

It cannot be too strongly urged that this preparation be made to involve a real familiarity with the fundamental principles of the subject, and as far as possible, an avoidance of the mere memorizing of theorems and demonstrations, substituting original demonstrations for the ordinary memorizing of demonstrations given in text books.

The work should be especially thorough in the subjects as treated in the first four books of Wentworth; the first four books of Byerly's Chauvenet's text; through Section two of book six of Stewart, Section ten of Olney, or four books of Wells.

It is especially urged that the greatest possible amount of original work be done as a means of strengthening the pupil's grasp of principles and of increasing his familiarity therewith. Work of this kind given in the text

should not be omitted, but would better be supplemented by similar work from other sources.

PHYSIOLOGY.

The preparatory work in physiology should cover, in a general way, the work outlined in any good text-book, as Hutchison's Physiology and Hygiene, or Martin's Human Body. The study should be made as objective as possible, special emphasis being given to diagraming organs and systems at the time they are studied, and suggested experiments made when possible. Too much attention should not be given to details, but the fundamentals should be thoroughly grasped.

The work should give to the student a clear idea of the living body, the divisions of bodies into organic and inorganic, plants and animals, what is meant by the structure of a body, anatomy, physiology, hygiene, cell tissue, membrane, gland, muscle, tendon, blood vessel, nerve, lymphatic, bone, and joint. There should also be a clear notion of the kinds of work done in the human body and the systems by which it is accomplished.

The knowledge of the digestive system should include a knowledge of what constitutes a food, and the classes of food which are taken into the system, together with a knowledge of the system as a whole, the function and structure of its organs, including the mouth, tongue, teeth, salivary glands, pharynx, esophagus, stomach, pancreas, liver, small intestine, and large intestine. There should also be a clear understanding of and ability to diagram the two methods by which the digested food goes into circulation (by blood vessels and lymphatics), as well as the ability to trace the steps in the digestion of the different classes of food and to state the laws of hygiene for the system.

In connection with the circulatory system, students should be able to give the plan of the system as a whole, the function and structure of the organs of circulation, including the heart, arteries, capillaries, and veins. To show the structure, composition, and function of the blood, and to explain by diagram the pulmonic and the systemic circulation. To show the changes which the blood undergoes in the lungs and capillaries of the system, how animal heat is produced and how regulated, and what is meant by congestion, inflammation, a cold, and a fever.

A knowledge of the respiratory system should include a knowedge of the purposes of respiration, the structure and function of the organs of the system, the movements of respiration, the chemical changes which result from it, the consequent importance of ventilation, and Nature's provisions for keeping the air pure. The dissection of the heart and lungs of a sheep or other mammal, and a diagram of the circulatory and respiratory systems combined, would be of value to the student at this point.

The study of the secretory system should result in a knowledge of the secretory organs and the functions of their secretions. The organs thus studied should include the mucous and serous membranes, synovial membrane, salivary glands, lining membranes of the stomach and intestines, liver, pancreas, oil glands, lachrymal glands, and lining of the ear.

The knowledge of the absorbent system should include the method by which the waste matter is taken from the tissues and expelled from the body through the perspiration, lungs, and kidneys. In this connection there should be a study of the skin, its structure, appendages, and functions.

As the result of the work on the osseous system, students should be able to give the composition, structure, classes, and uses of bones; the parts of the skeleton in the head, trunk, upper and lower extremities; means by which parts of the skeleton are united, kinds of joints, and the hygiene of bones, especially with relation to children.

For the muscular system there should be a knowledge of the structure, function, general arrangement, position, and attachment of muscles, together with rules of hygiene in connection with exercise and rest.

As a result of the study of the nervous system, the student should be able to show the necessity of a nervous system, to diagram and describe in a general way the cerebro-spinal and the sympathetic systems, to describe the two kinds of nerve tissue, with the function of each, to illustrate and explain what is meant by an impression, sensation, and reflex nervous action. To diagram and state the function of the parts of the brain and spinal cord, to describe by diagram the crossing of the nerve fibres in the cord and the medulla oblongata, and to show the effect of injury to either side of the brain or spinal cord, and to trace the course of the nerve current in reflex action. To show the knowledge gained through each sense acting alone, and to diagram the ear and eye, describing by means of the diagrams, an act of hearing and of seeing, and to show reasons for defective hearing and vision.

There should be a clear notion of the action of alcohol and other stimulants and narcotics upon the human body.

PHYSICS.

The general scope of the work in physics which should be done in preparation for this school is indicated by the following outline. The work should be experimental, the pupil handling the apparatus:

1. Matter and its properties.
2. Force and motion.
3. Gravity.
4. Heat.
5. Sound.
6. Magnetism.
7. Electricity.
8. Light.

The following is a somewhat detailed outline of the work which should be done under each of the above divisions of the subject:

1. *Matter and its Properties.*—To distinguish between a physical and a chemical change. To illustrate and define the divisions of matter, states of matter, universal and characteristic properties of matter.

2. *Force and Motion.*—To state and illustrate Newton's laws of motion and the effect of several forces acting together in the same direction, opposite directions, and at an angle, together with the conditions of equilibrium in the six simple machines, with illustrations of their applications. To distinguish between and illustrate cohesion and adhesion and to show what properties of matter are due to cohesion.

3. *Gravity.*—To show what is meant by centre of gravity, line of direction, weight and its measurement, by spring-balances, arm balances, and steelyards. To state and explain the laws of falling bodies and the pendulum. To illustrate the distinguishing quality of a liquid and explain the following effects of gravity upon liquids at rest: Weight, internal pressure, level surface, same level in connecting vessels. To illustrate and explain the following: Transmission of pressure by a liquid, hydrostatic press, principle of Archimedes, falling bodies, specific gravity and a method of determining it by actual weight and by hydrometer. To show that the effect of gravity upon the atmosphere is to increase its pressure and elasticity. Apply these effects in the explanation of the barometer, lifting pump, force pump, and wind.

4. *Heat.*—To show that adding heat to a body produces expansion of a solid, liquid, or gas, a rise in temperature, a change in the state of matter, decomposition. That withdrawing heat from a body produces contraction, fall in temperature, freezing, condensation. To show that water expands when freezing and what the effect would be if it were not the case. To explain the principle and construction of the thermometer. To show upon what the rapidity of evaporation depends, and to explain the method of distillation. To distinguish clearly between latent and specific heat and show their importance in connection with climate. To state what is meant by conduction, convection, and radiation.

5. *Sound.*—To show how sound is propagated, the necessary conditions for its transmission, the nature of the sound wave, and upon what the qualities of pitch, timbre, and intensity depend. To explain by diagram the interference of sound and the formation of echoes, to show what is meant by musical sound, musical consonance, unison, octave, and musical scale. To describe and explain the formation and effects of beats, and harmonies. To classify musical instruments and show how tones of different pitch can be produced by each.

6. *Magnetism.*—To show by diagram the distribution of magnetism upon and around the magnet and what is meant by the magnetic field and magnetic induction. To show that the earth is a magnet and explain what is meant by magnetic declination and inclination. To defend the theory of molecular magnets.

7. *Electricity.*—To show the production, nature, kinds, and laws of frictional electricity. To use the electroscope in determining the kind of electrification of a body, and to show what is meant by electric potential, induction, polarization and charge, together with the explanation of the electrophorus, the Leyden jar, and the action of lightning rods. To illustrate and explain the method of producing the voltaic current, the operation of a one fluid and a two fluid cell, and the direction of the current in the liquid and the wire. To illustrate and explain electric resistance, and to give the general laws for the same. To show what is meant by electromotive force and intensity of current, and to give the unit for each. To state and apply Ohm's law. To show how to connect cells in series and parallel, and to determine the strength of current in each case from given data. To show that the voltaic current, produces the following effects: Magnetism, deflection of magnetic needle, heat, light, chemical decomposition. To show practical applications of the above effects in the following: Telegraph-galvanometer, arc light, incandescent light, electrolysis of water, electroplating, and electro-typing. To show what is meant by an induced current and the different ways in which it may be produced. To explain the principle of the dynamo. To show the practical applications of the induced current in the following:—induction coil, electric motors, telephone, and electric lights.

The following books will be found valuable for reference and laboratory work: Gage's Elements of Physics; Avery's Elements of Natural Philosophy; Appleton's School Physics; Shaw's Experimental Physics; Chute's Practical Physics; Worhington's Physical Laboratory Practice; Trowbridge's New Physics; Hall and Bergen's Text-book of Physics.

GENERAL HISTORY.

The history of Greece, Rome, and England taught with reference to the dependence of our own history upon that of these nations.

The problems of the present as recognized and solved by Greece, given by her to Rome, modified by Rome and the resulting civilization handed to us.

The government. art, philosophy, literature, education, and religion of Greece studied in their bearings upon today.

The community of thought and ideals of Rome as affecting our own civil and ecclesiastical law.

The problems of preserving local authority and constitutional government in England studied with reference to their application under changed conditions to the government of our own country. Texts,—Myers, Sheldon, Barnes, Swinton.

UNITED STATES HISTORY.

I. The competing claims of European nations to North America. Basis of these claims. The enforcement of England's claim. The extinction of other claims.

II. Motives and Methods of English colony planting.

III. What tended to unite the Colonies? What to keep them apart?

REFERENCES:—Life of Columbus, Winsor. Life of Columbus, Lord. La Salle and the discovery of the Great West, Parkman. Discovery of America, Fiske. Conquest of Mexico, Prescott. English Colonies in America, Lodge. Old Times in the Colonies, Coffin. Articles on Colonial Life printed in the Century for '87 and '88, by E. Eggleston. The Colonies by Thwaites.

IV. Causes and the Progress of the movement for Independence.

REFERENCES:—Formation of the Union, Hart. War of Independence, Fiske. Life of Washington, Lodge—(American Statesmen.) Autobiography of Benjamin Franklin. The Declaration of Independence. Frothingham's Rise of the Republic.

V. Attemps to secure an efficient government and the formation of the Constitution; (a) government during the Revolution, (b) weakness of the Articles of Confederation, (c) the Convention of 1787.

REFERENCES:—Critical Period of our History, Fiske. Formation of the Union, Hart.

VI. Origin of parties under the Constitution; (a) difficulties in adapting the new form of government to the existing conditions, (b) differences of opinion as to the function of government, (c) different interpretations of the Constitution.

REFERENCES:—Life of Jefferson, Morse—(American Statesmen). Life of Alexander Hamilton—(American Statesmen). Life of Washiugton, Lodge.

VII. History of slavery as a factor in American politics culminating in the war of 1861–65. Comparative profitableness of slave labor in the North and in the South. Effects of same? The Compromise in the Constitution. Growth of anti-slavery sentiment at the North. Growth of feeling at the South that the slave holding interests must acquire more territory or secede from the Union. Civil War. Emancipation Proclamation. 13th, 14th, and 15th amendments. The education of the negro. The development of the new South.

REFERENCES: Life of Abraham Lincoln, Nicolay and Hay. William Lloyd Garrison, by his children. Wendell Phillips—(American Statesmen.) Anti-Slavery Days, James Freeman Clark. Rise and Fall of Slave Power, Henry Wilson. History of the Negro in America, Williams. Personal Memoirs, U. S. Grant.

VIII. Growth in prosperity as shown in the increase of wealth, commercial power, improved modes of transportation and communication, internal improvements, inventions, education, literature, arts, sciences.

REFERENCES:—Bryce's American Commonwealth, Vol. II. Discoveries and inventions of the 19th Century, Routledge. Art in America, S. G. W. Benjamin. Education in the U. S., Boone. How Success is Won, Sarah K. Bolton. Articles in the leading Periodicals.

IX. Causes and results of the different wars in which the people of the United States have been engaged.

X. The questions of the day. Immigration, socialism, free trade, currency question, labor movements, civil service, organization of charities and reforms.

REFERENCES:—Social and Present Day Questions, Farrar. Our Country, Strong. American Citizen, Dole. Socialism and the American Spirit, Gilman. Socialism of To-day, Laveleye. Economy of Industry, Marshall. How the Other Half Lives, Riis. Ai, Daniel. Prisoners and Paupers, Boies Emigration and Immigration, R. M. Smith. Articles in Leading Periodicals.

CIVIL GOVERNMENT.

Functions of the Legislative, the Executive, and the Judicial departments of the government—national and state.

Composition of the legislative department, mode of determining representative districts represented in the State Legislature and in the House of Representatives; qualifications of voters for members of the State Legislature; Representatives; U. S. Senators. Qualifications for these offices, length of term; when elected; vacancies, how filled? The most important powers of Congress; of the State Legislature. Different steps in the enactment of laws in Congress; in the State Legislature. Part played by committees in the enactment of laws.

Officers of the legislative bodies, how chosen?

What powers have the Assembly and House of Representatives not possessed by the State Senate and the U. S. Senate respectively?

Nature of executive power. How do the qualifications for Governor differ from those for President? Why?

How is each elected? For what term? How removable? Vacancy, how filled? Power of the executive in legislation. Most important powers

of the executive—state and national. Steps in order in the nomination of President, Governor, Members of the U. S. Senate, House of Representatives, State Senate, Assembly, and County officers.

How is the the money obtained which is necessary for paying the expenses of the national government, the state government, and the county government?

The principal courts, national and state, their relation to each other. Classes of cases tried in each. Rights of a person when on trial in the courts.

Common law as distinguished from statute law.

Provisions of the State Constitution relating to education; to the establishment and maintenance of charitable and penal institutions.

What has the legislature done for the care of defective and criminal classes?

U. S. Constitution and State Constitution, how amended? Scope and purpose of the 13th, 14th, and 15th amendments.

Most important amendments to the State Constitution. Action of the Supreme Court of the State on the Gerrymander.

Students should study the text of the national and state constitutions with care and should read some book like Fiske's Civil Government, or Mowry's Studies in Civil Government.

GEOGRAPHY.

Relief terms; outline terms; making of soil; carrying forces; changes in contour and relief forms. Drainage; storage waters and running waters. Heat in the atmosphere, source. Winds, work and commercial value. Currents, commercial value. Climate affected by latitude, altitude, winds, currents, nearness to bodies of water; influence on man; climatic belts; animal and plant life. Commercial value of principal animals and plants.

Relative positions of land and water masses, of political divisions. Manners, customs, occupations, and social condition of the peoples of different countries. Great commercial routes between different countries and between the different parts of the same country.

Location of great cities which are important as educational, industrial, or art centers, or because of historical associations.

Show how their influence as centers of educational, industrial, artistic or historical influence has arisen and, in a general way, its extent.

Location of production areas, where the great staples are found which minister to the wants of man; production, distribution, and exchange of these staples. Necessity for and development of trade and commerce. Its

influence upon the individual man, upon rural communities, upon cities and nations.

Special attention to the geography of the United States and Wisconsin.

In this work remember that man is always the central figure.

The location of mountains and plains, gulfs, lakes, and rivers, cities, and political divisions is of no importance except as their influence on man's condition, interests, and activities is shown.

In the presence of a new fact in geography let the questions be,—how does it affect man's interests? How has it affected them in the past? How will it affect them in the future? What is its relation to other facts?

Mathematical geography. Definition. Shape of the earth, proofs. Dimensions. Lines of position, equator, parallels, meridians, latitude and longitude, how reckoned; highest degree; prime meridian; lengths of degrees.

Yearly motion: inclination of axis; constant parallelism; angle of sun's rays; revolution round the sun; change of seasons; fixing of tropics and polar circles. Orbit, ecliptic.

Daily motion: circle of illumination; rotation upon the axis; change of day and night; length of day at equator; length of day at poles; influence of variation in length of day and night upon the seasons. Zones; hemispheres; dividing lines; date line.

READING.

Students should be able to read readily and intelligently in any of the English text-books used in the High Schools. The ability to comprehend and express the thought embodied in the words of an arithmetic, a geography, an algebra, or a work on physics or botany is essential.

The student should also be able to read intelligently, and with good expression such works as are mentioned under "Literature," See below.

LITERATURE.

Select and read one novel from the following: A Hazard of New Fortune, Howells. Thro' One Administration, Burnett. House of the Seven Gables, Hawthorne. Window in Thrums, Barrie. Dr. Sevier, Cable.

Read Legend of Sleepy Hollow and Rip Van Winkle, Irving.

Criticism and Fiction, Howells; Studies in Literature, Mabie.

Select and read one drama by Shakespeare.

Select and read one of the following; Conquest of Mexico, Prescott; Critical Period of American History, Fiske. Life of Lincoln.

Select and read one poem from each of the following group.

TENNYSON.

PEN PORTRAITS. GROUP 1. The Gardener's Daughter. Sir Galahad. Ida (Princess). Arthur, from Idyls of the King.

Elaine, " " " "
Guinevere, " " "
Launcelot, " " "

SELECTED LYRICS. GROUP 2. Break, Break, Break. The Brook. Charge of the Light Brigade. Lotus Eaters. St. Agnes. Locksley Hall.

FAVORITE IDYLS. GROUP 3. Morte d'Arthur. Guinevere. Elaine. The Holy Grail.

LONGFELLOW.

LONG POEMS. GROUP 4. Evangeline. The Song of Hiawatha. Courtship of Miles Standish.

WHITTIER.

LONG POEMS. GROUP 5. Mogg Megone. The Witch's Daughter. Snow Bound.

RHETORIC.

The elements of Rhetoric as found in Hill's Foundations of Rhetoric, or an equivalent text book.

Practice in accurate, clear, concise, and ready expression of thought.

GRAMMAR.

The parts of speech; rules for capitals; a few simple rules for spelling; the noun and classes of nouns; cases of nouns; the genders; plural number and possessive case; important exceptional plurals.

Classes of pronouns; forms of pronouns; number, gender, and person of pronouns; agreement with the antecedent.

Classes of adjectives; comparison; important and irregular forms.

Tense forms of irregular verbs; voice; the indicative and imperative modes; participles and infinitives in their common uses. Agreement of the verb with its subject.

Classes of adverbs; comparison; common irregular forms.

Classes of conjunctions; their uses in compound and complex sentences.

Prepositions and phrases.

Important rules of syntax.

Rules for punctuation, comma, period, question mark, semicolon, colon, dash, parenthesis, quotation marks, hyphen. Subject and predicate of a sentence. Object and attribute; adjective and adverbial modifiers; connectives; independent parts; clauses; compound and complex sentences; analysis of sentences.

It is far more important that the student shall be able to speak and write readily and correctly than that he shall know what is embraced in the foregoing outline. It is important that he shall be able to use language correctly and if he is to be a teacher, to know why it is correct.

Outline of Work.

NORMAL SCHOOL.

Department of Psychology and Science of Education.

L. D. HARVEY.

PSYCHOLOGY.

The student is led to observe and study mental phenomena for the purpose of discovering how the laws of mental growth are obtained and how applied to teaching and to framing courses of study. Among the topics discussed are: Physical conditions in mental activity; conditions and causes for mental development; cultivation of the powers and faculties; means to be used in the development of the senses, of the intellect, of the emotional nature, of the will. Special consideration is given to the practical applications of the psychology of attention, habit forming, and will training.

The chief purpose is to have the student learn to use his powers and to observe his own psychical operations and those of children, so as to arrive at a simple but clear conception of what modern psychology as related to education means.

Texts: *Sully*, *Gordy*, *McLellan*, *Carpenter*.

HISTORY AND SCIENCE OF EDUCATION.

Among the topics considered with such thoroughness as the time will admit are the following:

The educational ideas of the ancient and medieval civilizations and the lessons to be gained from them.

The causes of the Renaissance; its effects on education.

The reformers, Comenius, Montaigne, Rousseau, Pestalozzi, Froebel, and Spencer.

Discussion of the evolution of the present systems of national and of secular education, and of those principles that may be regarded as forming the science of education.

Texts: *Quick's* Educational Reformers, with supplemental readings in *Browning's* Educational Theories, and *Painter's* History of Education.

For the study of the science of education the following works are used: *Spencer's* Education, *Bain's* Science of Education, *Rosenkranz's* Philosophy of Education, *Payne's* Contributions to the Science of Education.

In connection with this subject a course of lectures will be given upon the economics of school work, organization, management, and method in teaching.

SCHOOL SUPERVISION.

Necessity of supervision; two kinds of school work, devising and doing; the supervisor not a mere business manager; peculiarities of the graded system; the art of grading in the country, in the village, in the city; general supervision by a village principal who must also teach; relations of the principal to the teachers, to the pupils, to the board, to the public; order in and around buildings; selection of teachers; teachers' meetings; courses of study; text-books; programs; assigning pupils to grades and making promotions; promoting teachers with pupils, how far advantageous; single and double grades; use and abuse of system; records, reports, etc.; different kinds of high schools, aims of each and classification in same; county supervision.

Department of Civics, Political Economy, and History.

W. H. CHEEVER.

UNITED STATES HISTORY.

Why the United States came to be an English speaking nation.

Social and industrial development from the colonial period to the present time.

Political and financial movements traced in their development and effect upon the national life.

Territorial development of the United States.

Texts: *Johnson, Ridpath, Barnes.*

GENERAL HISTORY.

Elements that enter into modern civilization.

Beginnings of monarchy.

Development of centralized power.

Conflicts between centralized powers. (Balance of power.)

Growth of material prosperity, education, and the spirit of liberty among the people.

Conflicts between centralized powers and the people.

CIVIL GOVERNMENT.

Study of local government. Relation of State Government to Federal Government. History of the development of our present forms of Government.

Comparison of the State Constitution with that of the United States.

Texts: *Fiske, Young, Wright, and Morey.* For advanced class, *Bryce's* American Commonwealth.

ELEMENTS OF POLITICAL ECONOMY.

1. Fundamental notions of Value, Wealth, Labor, and Capital. The three forces or factors that enter into the production of wealth. Advantages, disadvantages, and limitations of division of labor.

2. The Mechanism of Exchange: Various forms of currency; banking functions; bi-metalism. Some common errors in regard to money considered. Regulation of production and exchange by legislative enactment, and popular fallacies respecting the same. Nature and cause of panics. Law of supply and demand. Effects and limits of competition.

3. Distribution of products: Rent; interest, natural and legal rate; usury laws. Profits on capital and on business. Wages, real and nominal, of skilled and unskilled labor, of men and women. Co-operative societies. Trades' unions and strikes. Principles and methods of taxation. Revenues of the State and of the United States.

4. The use of wealth: Productive and unproductive consumption. Economic significance of luxury. Subsistence and population.

Debates upon topics pertaining to this study encouraged, and students led to read both sides of disputed questions.

Texts: *Laughlin, Walker.*

ENGLISH DEPARTMENT.

MAE E. SCHREIBER.

ENGLISH GRAMMAR.

Review of the essentials of English Grammar, with such exercises in sentential analysis and parsing as will aid the student in interpreting the language of others and in the proper expression of his own thoughts.

COMPOSITION.

Examination of descriptions, narratives, expositions, and argumentations by standard authors, with a view to discover the underlying laws of composition and the ways of applying those laws. Choice portions of

literature are memorized throughout the entire course in English. Exercises in imitating, reproducing, and composing descriptions, narratives, expositions, and argumentations. To train students to talk clearly, accurately, and fluently before a class and elsewhere, a large portion of the work is oral. Special attention is given to story telling to show the place of the story in school work, the purposes in telling it, its adaptation to those purposes, and the method of utilizing it.

RHETORIC.

Study of diction and rhetorical figures based upon an examination of good literature. Exercises in detecting figures and constructing the same. Criticism of different forms of composition as found in the works of standard authors and the best periodical literature. Such criticism based upon the work in composition.

LITERATURE.

The aim in this subject is to cultivate in students a taste for good literature, and an appreciation of it by reading and studying such literature rather than by studying *about* literature and authors. In so far as a study of the *history* of literature and the *biography* of authors will aid in accomplishing this purpose it will be pursued, but no further.

Lists of modern poetry, fiction, and essays are presented to the student, from which he selects six novelists, six poets, and six essayists. The reading is carried on according to the following outline:

A.—*Fiction.*

I. What is the purpose of the novel?
   - (a) If a novel of incident, how has the author handled the plot?
   - (b) If a study of certain life past, present, or local, what do you get of that life?
   - (c) If a development of character, how is the character developed? What develops it?
   - (d) If the novel is one of theme, what is the author's argument?

II. Literary merit.
   - (a) Did you enjoy reading the novel? Why?
   - (b) Was the language easily understood?
   - (c) What pictures have the descriptions left in your mind?
   - (d) What made the narrative interesting or uninteresting?
   - (e) Did you live with it?

III. How does the book compare with other books of the same character?

   How does it compare with other books by the same author?

IV. Was the novel worth reading?
   (a) Did it give you pleasure?
   (b) What definite knowledge have you gained from it?
   (c) Has it given you higher ideals? And has it influenced action on your part toward the realization of those ideals?

V. How does your judgment on the work compare with the judgment of your classmates, and of others as found in periodicals, newspapers, and books on criticism?

B.—*Poetry.*

The students spend a week or more with each author's complete works, reading to find out what they enjoy, what the author has written, and to get a general impression of the author's style.

I. What did you read that you enjoyed?
II. Why did you enjoy it.
III. What is the general character of the poetry?
   (a) Use of figures.
   (b) Music.
   (c) Beauty.
   (d) Imagination.
   (e) Passion.
   (f) Inspiration.
   (g) Insight.
   (h) Faith.

C.—*Essay.*

I. What knowledge have you gained from the reading of the essay?
II. What can you say of the author's style?

LIBRARY READING.

In addition to the regular class work in Literature, each student is expected to do systematic reading throughout the entire course of two years. Special courses in Literature, and courses in History, Economics, Sociology, Science, Pedagogy, and current events are offered, from which the student may select.

In carrying out this work, it is the aim to make the student's present interests the basis which shall determine his immediate line of reading. If he is interested in fiction only, then he is given a list of works of fiction from which to select a book for this reading. The teacher aims to influence his selection without dictating it, with the purpose of leading him to see something of the lessons taught by the literature of fiction, and to awaken interest in other fields of literature.

If his present interest is in History, Science, or other lines of work, a similar plan is pursued. If he has never read to any considerable extent and has no special taste for reading, an effort is made to direct him to that literature which takes hold of some interest which he now has and to broaden that interest. Starting with present interests, narrow in range, the effort is to broaden these interests and, through them, to create new and wider interests.

To carry out this plan, the work is necessarily largely personal. For convenience, the school is divided into groups of from ten to fifteen students, who meet the teacher having this work in charge once each week as a group, to report upon their reading since the last meeting. The students in any group read along the same line, though perhaps no two read the same book. Lists of books are prepared which deal with the subject under consideration by each group; from these lists students select such books as they desire to read. The reports are oral. As the work progresses, students make up a written report showing the scope of their reading and something of the results. Students find this reading not a burden, but a means of culture and a source of pleasure. In carrying on this work, students have free access to the books in the Public Library of the city of Milwaukee.

SPECIAL LITERATURE.

Reading poetry, fiction, and essays of the past, not only for the culture thus afforded, but for the purpose of comparing the past with the present in matter and technique; of finding out how much of the past material is used to-day and under what modifications; of fixing standards of judgment based upon wide reading.

MODERN LITERATURE AND METHODS OF TEACHING IT.

Consideration of the purpose, character, and scope of the work.

1.—*Purpose.*

To inculcate a love and a desire for reading, resulting in the habit of reading.

To give information.

To give power.

To uplift by giving new ideals and inspiration.

To cultivate the taste.

To teach children how to read and how to use books.

2.—*Scope.*

Many books.

Modern literature first place.

3.—*Character.*

In books of inspiration, reading not analysis.

In books of information, reading with analysis.

The value of Literature in the study of allied branches.

How to obtain and use material to the best advantage.

Examination of children's books in mythology, travel and description, adventure, history, science, fiction and poetry, with a view to determine their values in different grades. Observation and experimental work in the lower grades to determine the value of different kinds of literature at different stages of the child's development; to find out the interests and tastes of the children; to watch the workings of different methods and their adaptations to different conditions.

The pedagogical principles upon which the instruction in Literature has been based are identified and their application to the work considered. Methods of instruction based upon these principles, and adapted to accomplish the purpose under varying conditions are discussed.

DEPARTMENT OF MATHEMATICS AND LATIN.

I. N. MITCHELL.

MATHEMATICS.

Arithmetic, algebra, and geometry are reviewed from the standpoint of the teacher; discussion of methods and appliances being made a prominent feature of the work.

Arithmetic.—In this review attention is directed to the science rather than to the art of Arithmetic. The effort is made to lead to a grasp of principles rather than to a short cut to results. How and when Arithmetic should be taught as an art.

Algebra.—This review is made to cover the following subjects: Notation, numerical processes, simple equations, theory of exponents, radicals, quadratics, theory of equations, series, and logarithms.

Geometry.—The review is designed to cover solid Geometry, including lines, planes, angles, prisms, cylinders, pyramids, cones, and the sphere, together with such work in plane Geometry as the class may need. Emphasis is given to original and sight work.

Texts: *Wentworth's* Arithmetic, *Well's* Algebra, *Wentworth's* Geometry.

REGULAR LATIN COURSE.

JUNIOR YEAR.

First Term:—Cicero's Orations against Catiline. Special reference to construction, word lists and style, with exercises in prose composition.

SECOND TERM:—Sallust's Catiline, Vergil—three or more books, with prosody.

SENIOR YEAR.

FIRST TERM:—Livy—Book 21. Prose composition.

SECOND TERM:—Cicero De Amicitia, De Senectute.

The following advanced Latin Course is offered to those prepared to enter it, and who desire to continue the study of Latin:

ADVANCED LATIN COURSE.

JUNIOR YEAR.

FIRST TERM:—Livy—Book 21, or Book 22.

SECOND TERM:—Cicero De Amicitia, De Senectute.

SENIOR YEAR.

FIRST TERM:—Horace, Odes and Satires, with prosody.

SECOND TERM:—Epistles De Arte Poetica, Quintilian.

DEPARTMENT OF PHYSICAL SCIENCE.

CHARLES P. SINNOTT.

Zoology.—Each student is provided with a place at the laboratory table and with material for work. Typical animals are dissected and their organs compared with reference to function and structure. The knowledge thus acquired in the laboratory is then used in the classification of animals. Elementary lessons on animals are outlined and discussed with reference to matter and methods of teaching to be employed in the lower grades.

Texts: *Colton's* Practical Zoology, *Orton's* Comparative Zoology, *Holder's* Elements of Zoology.

Botany.—The plant is studied first as a whole and then in its parts. The embryo development of several plants is observed and thus an idea of the history of plant life acquired. Plants and their parts are compared, their differences and resemblances noted, and the functions of organs determined. Work in structural and cryptogamic botany is planned for those who are prepared for it.

The study of the flora of Milwaukee is taken as fully as the time will permit, each student analyzing and mounting specimens. Texts: *Gray's* School and Field Book.

Physics.—The work in physics is, as far as possible, experimental. The pupil's attention is directed to a careful observation of facts, and to correct inferences from these observations. The experimental work is done

mainly by the students, and they are held to legitimate conclusions from the results they obtain. Many of the experiments are chosen with reference to their adaptability to elementary work in the common schools. Special attention is given to the construction and use of simple apparatus. Opportunity for more advanced work in physical measurements will be offered to those who are qualified for it. Texts: *Avery's* Elements of Natural Philosophy; *Chute's* Practical Physics; *Worthington's* Laboratory Practice; *Shaw's* Physics by Experiment.

Chemistry.—Fully one-half of the time given to this subject is spent in the laboratory, where each pupil is furnished with the necessary apparatus for individual work. Observations and inferences are recorded, and the recitation work is based upon the laboratory experience and collateral reading. The course includes a descriptive study of the common elements and their compounds, the chemistry of combustion, decay, fermentation, respiration, food, dyeing, bleaching, poisons, metals; chemical theory and nomenclature; qualitative analysis and special advanced work for those prepared for it.

Texts: *Shepard's* Elements of Chemistry, *Williams'* Chemistry, *Appleton's* Young Chemist, *Stoddards* Qualitative Analysis.

Geology.—The common rock making minerals are studied, each student being furnished with an individual collection and required to note the physical and chemical properties of each mineral.

The effects of the atmospheric, aqueous, organic, and igneous agencies upon the earth's crust are noted, and a general classification of rocks is made according to their mineral composition, arrangement and origin, and the subsequent changes to which they have been subjected are determined.

The progress of continental and organic development in geologic time, as shown by the fossil remains in the crust, is studied in as much detail as the time will permit.

As much work as possible is done in the field, and all is made to bear directly upon the subject of geography.

Texts: *Dana's* Text-Book of Geology, *LeConte's* Compend of Geology, *Shaler's* First Book in Geology.

TECHNICS AND METHODS IN ELEMENTARY SCIENCE.

This work has for its purpose the training of students to do elementary work in the science of common things, in the lower departments of graded schools. The scope of the work will include a determination of *what* is to be taught, *how* to teach it, and the preparation of material and appliances to be used in teaching it.

In Zoology, Botany, and Geology the professional work concerns the educational value of the study as tending to cultivate the observing faculties, and to lay the foundation, by means of comparison and classification, for the habit of inductive reasoning.

THEORY AND ART OF TEACHING.

C. P. CARY.

I. *Preliminary.*

1. Nature, form, and limits of education.
2. Basis of psychical life.
3. Modes of mental activity.
4. Processes of knowledge.

II. *General Method.*

1. The individual notion.
2. The general notion.
3. Assimilation of knowledge.
4. Analysis and synthesis.
5. Bases of instruction.
6. Ends of instruction.
7. Methods of instruction.

III. *The Art of Questioning.*

1. Objects of questioning.
2. Qualifications of questioner.
3. Matter and form of questions.
4. Matter and form of answers.

IV. *Methods in Special Subjects.*

1. Reading—primary, intermediate and advanced.
2. Language; Grammar.
3. Geography; History.
4. Minor branches briefly studied.

General Information.

HISTORY.

The Wisconsin State Normal School located in Milwaukee was authorized by an act of the legislature passed in 1880. The grounds and building, provided by the city of Milwaukee at an expense of fifty-three thousand dollars, were presented to the State in May 1885, and were accepted by the Board of Regents June 4th, of the same year. The school was formally opened on the 14th day of September following.

PURPOSE OF THE SCHOOL.

"The exclusive purpose and objects of each normal school," as expressed in the statute, "shall be the instruction and training of persons, both male and female, in the theory and art of teaching and in all the various branches that pertain to a common school education, and in all subjects needful to qualify for teaching in the public schools; also to give instruction in the fundamental law of the United States and of this state, in what regards the rights and duties of citizens."

The primary purpose of this school is to give thorough professional training to teachers. When the high schools of the state discharge their function in giving adequate and thorough academic training, the normal school can confine itself to legitimate professional work. In maintaining this school on the basis of high school preparation, it is assumed that adequate training may be obtained in the high schools. It is the intention to emphasize the importance of sound academic training before beginning professional work, and to encourage the high schools to prepare students for the

normal schools. A prominent purpose is to furnish those who are already in the profession, but who feel the need of broader and more thorough preparation for their work, an opportunity to fit themselves for something better than they have attained. In short, to meet the present urgent demand for higher professional training for teachers is the mission of the State Normal School at Milwaukee.

ADVANTAGES.

Superior advantages are offered to the students of this Normal School by reason of its location in the metropolis of the state. The varied interests, industries, and opportunities to be found in a city with nearly a quarter of a million of inhabitants cannot fail to have a high educational value. The Milwaukee Public Library with nearly 70,000 volumes, the Layton Art Gallery, and the Natural History Museum are available for use and observation. Churches of all religious denominations extend a hearty welcome to the students. The opportunities of attending lectures, concerts, and art entertainments of a high order are not insignificant as elements of culture.

The advantage of contact with teachers of character and enterprise in a large school system can scarcely be overestimated. Students who are recommended by the Faculty as capable of teaching are occasionally employed in the city schools, and receive for their services the salary of substitute teachers. The public schools, therefore, as well as the Model School, furnish exceptional advantages for practice in teaching, and for obtaining an acquaintance with various methods of discipline, management, and instruction.

LOCATION.

The Normal School building is situated on an eligible and commanding site at the corner of Wells and Eighteenth streets. It was chosen by the Regents as one of the most

attractive points in Milwaukee, and at the same time easily accessible from all parts of the city.

The arrangement of the building for school purposes is acknowledged to be excellent. There is water on every floor. The building is heated throughout by steam. Every room is well lighted and ventilated. The physical and chemical rooms are well supplied with suitable tables, bowls, gas and water, for laboratory purposes, giving opportunity for individual work by the students.

SCIENTIFIC INSTRUCTION.

An effort is made to emphasize the practical value of scientific instruction to the teacher and its proper recognition in the theories of education. The student is led to find causes of phenomena, and to cultivate the power of leading others to see these causes and the deduced laws. He is made familiar with apparatus. He is required to test principles by personal manipulation of the instruments. Two large rooms furnished for this purpose are set apart for laboratory work in physics and chemistry, with appliances placed within reach of the students for their use.

MANUAL TRAINING.

A workshop well furnished with benches and wood-working tools is provided for the use of the school. An instructor thoroughly trained in the Swedish system of Sloyd, or elementary wood-working, is employed to give instruction to Model School pupils, and to students in the Normal department who desire to fit themselves to take charge of similar work in the public schools, or to construct such simple pieces of apparatus as may be used by them to illustrate the action of physical laws.

During the year 1894–95 pupils in the third and fourth grades of the Model School will take daily work in manual training as a part of their regular school work. It will not

be regarded as an extra study, as a place will be made for it on the program by eliminating some other work from the course of study for these grades.

PHYSICAL TRAINING.

Physical vigor is insisted on as a necessary condition of success in the work of the school. The faculty reserves the right of limiting studies to the normal expenditure of physical energy, and of directing the students in that which will develop the mind and body harmoniously. An instructor is employed for the special purpose of giving attention to the physical training of the students and of imparting instruction in free bodily movements, calisthenics and gymnastics. The school building is well provided with dumb-bells, bar-bells, wands, Indian clubs, and chest-bars.

DRAWING AND VOCAL MUSIC.

Every student is required to take a course in drawing before graduation. Both mechanical facility and proper methods of presentation are desirable. All students are required to take a course in vocal music.

LECTURES.

It is a part of the plan of the school to have a course of lectures on various topics of interest delivered before the students each year.

THE MODEL SCHOOL.

The Model School is organized on the basis of a thoroughly classified graded school. Each room accommodates more than forty pupils, and is under the charge of an experienced teacher, who is held personally responsible for the instruction and for the advancement of her pupils in accordance with the most approved principles of education. During certain periods of the day the Model

School is used by students for observation of the work done by the regular teachers; at others it is used for the purpose of training teachers to teach. It is the aim to exemplify in this school for children the best methods of instruction; to have its course adjusted to the age and abilities of the children, and the studies arranged so as to give each its proper amount of consideration without neglecting anything that is necessary for the early education of the child.

BOOKS.

The students of the Normal School are supplied with all necessary text-books at a rental of three dollars a year.

Text-books are also furnished in the Model School at the following rental per term:

Grammar Grades	*$1.00*
Intermediate Grades	*.75*
Primary Grades	*.50*

Books will be furnished at cost to those who prefer to own them. By misuse, abuse, or loss of books, the pupil will incur a fine commensurate with the injury done.

Hereafter, a fee of fifty cents will be collected from each student in the Normal department at the beginning of each term, and will be used in furnishing periodicals for the reading room.

Books of reference may be obtained for consultation either at the school reference-library or at the Public Library, located a short distance from the Normal School. The assistance rendered by the Public Library, with its excellent equipment of works on literature, art, and history, is invaluable. The students of the Normal School have thus placed at their disposal the best authorities extant upon any subject of investigation.

The thanks of the teachers and students are due to Miss West, the librarian of the Public Library, and to Miss Stearns, her assistant, for the many courtesies extended to the school during the year.

BOARDING AND ROOMS.

There are abundant opportunities for obtaining good board and rooms. Rates are very reasonable considering the location of the school and the advantages and superior comforts incident to city life. The expenses of living need not exceed four dollars per week. Information concerning localities in which board and rooms may be found will be furnished by the President.

AID TO STUDENTS.

For the aid and encouragement of those who may need pecuniary assistance, and who show themselves worthy and promising as teachers, opportunities are offered to earn something by teaching occasionally as substitutes in the city schools or in the evening schools. In addition to this a loan fund has been established by the Alumni Association by means of which worthy students may be assisted.

READING ROOM.

The reading room contains the principal newspapers, monthly magazines, and educational journals. It is sustained by the students and faculty and is an important auxiliary to the school.

List of Magazines on file in the Reading Room.

QUARTERLY.

Quarterly Journal of Economics,
Political Science Quarterly,
American Journal of Psychology.

MONTHLY.

The Forum,
St. Nicholas,
Scribner's Magazine,
Popular Science News,
Cosmopolitan,
Outing,
Current Literature,
Century,
Popular Science Monthly,
Art Amateur,
Nineteenth Century,
The Arena,
Lend a Hand,
American Journal of Science,

Jenness Miller Monthly,
Kindergarten Magazine,
Atlantic Monthly,
Wide Awake,
Education,
American Teacher,
Musical Record,
Harper's Monthly,
Review of Reviews,
The Book Buyer.
Popular Science News,
Primary Education,
North American Review,
Teachers' Institute,
Western Teacher,
Public School Journal,
Popular Educator,
Wisconsin Journal of Education,
Goldthwaite's Geographical Magazine,

SEMI-MONTHLY.

The Dial,
Intelligence,

WEEKLY.

Harper's Weekly,
The Nation,
Judge,
Puck,
Week's Current,
Scientific American,
The Electrical World,
Youth's Companion,
Journal of Education,
School Journal,
Frank Leslie's Weekly,
The Outlook,
Critic,
New York Tribune.

DAILY.

Milwaukee Sentinel,
Milwaukee Journal,
Chicago Herald.

LITERARY SOCIETY.

The Normal Lyceum, a literary society supported by the young men and women of the school, holds its regular sessions on Friday evenings. These meetings have proved highly beneficial as a means of cultivating a talent for literary work and public discussion, and as a school of parliamentary practice. Membership is voluntary, but students are encouraged to become members. As a rule the strongest students are active workers in the society.

TUITION.

No tuition is charged the members of the Normal department who express their intention to follow the profession of teaching. Others desiring the advantages of the school but not intending to teach, or such as do not show satisfactory evidence of teaching ability are charged tuition.

Tuition in every case is paid in advance and for the entire term, at the following rates per week:

First and Second Grades	*20 Cents*
Third and Fourth Grades	*20 Cents*
Fifth and Sixth Grades	*25 Cents*
Seventh and Eighth Grades	*30 Cents*
Normal School	*75 Cents*

GRADUATION.

The university plan of graduation is followed. This permits the student to complete his course at any time that his fitness to teach has been made evident to the Faculty. The diploma has been conferred in several instances during the scholastic year as well as at its close. When issued it legally qualifies the holder to teach in any public school in the state for one year, after which it may be countersigned by the State Superintendent when it becomes an unlimited State Certificate.

The following is the regulation of the Board of Regents concerning graduation:

No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age, but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The following announcement is copied from the catalogue of the University of Wisconsin for the current year:

GRADUATES OF THE STATE NORMAL SCHOOLS.

Graduates of the advanced course of the State normal schools will be admitted to the University with the rank of Juniors in the English and General Science courses. A special adaptation of these courses has been framed for the purpose of enabling such graduates to utilize as advantageously as practicable their previous training. This has been done in view of the ill-adjustment of the courses of normal schools to the regular college courses, and in recognition of the excellent training given in the Wisconsin normal schools.

The certified standing of any student in the regular courses of the normal schools of this State will be accepted in the studies which it covers in place of an examination.

ADVICE TO CANDIDATES FOR ADMISSION.

1. Read this catalogue carefully and note the requirements for admission and the outline of work required for graduation.

2. Determine to make thorough preparation before entering. Defects, if they exist, will certainly manifest themselves, and may interfere seriously with the successful completion of the course in the time prescribed.

3. Resolve to enter the school with the purpose of undertaking *only as much* as can be done *well*, and without injury to your health.

4. Give particular attention to *penmanship, reading, spelling, and composition work.* It is very desirable that Etymology also should be *thoroughly* studied before entering. In all these particulars there is much to be desired of most persons applying for admission, some graduates of high schools even admitting that they have never written an essay before entering the Normal School. Prepare to show by examination, that you can:

a. Write a neat and legible business letter.

b. Spell correctly the vocabulary of a daily newspaper and of ordinary text-books.

5. Read as much good literature and history as possible, and read carefully and thoughtfully.

6. Prepare to be admitted at the beginning of the year and to continue to the end. The gain of a month's salary in teaching will rarely compensate for the loss sustained by not taking the class work regularly.

TERMS OF ADMISSION.

The following regulations have been established by the Board of Regents:

First—Each Assembly District in the State shall be entitled to eight representatives in the Normal Schools, and in case vacancies exist in the representation to which an Assembly District is entitled, such vacancy may be filled by the President and Secretary of the Board.

Second—Candidates for admission shall be nominated by the County Superintendent of the County, or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city in which the candidate may reside. The candidate shall be at least sixteen years of age, of sound bodily health, and good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health, and character, and a duplicate of such certificate shall be immediately sent by the Superintendent to the Secretary of the Board, (at Madison.)

Third—Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of the President, and if found qualified to enter the Normal School, in respect to learning, (graduates of Free High Schools and Colleges are admitted upon their diplomas without examination,) he may be admitted after furnishing such evidence of good health and good moral character as the President may require, and after subscribing to the following declaration:

I,....., do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of the State.

Fourth—No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school one term, provided that, in his judgment, such certificate is deserved.

Graduates.

As the number of graduates of the school increases and they are called to more distant fields of labor than in the first years, the necessity of reporting any change of address becomes more apparent. It is very desirable that each graduate should report to the President every year, by letter or by postal card, stating what changes have been made by promotion, by marriage, or by removal.

1886.

"Step by Step."

Appleyarde, Emma Louise,	Teacher,	Milwaukee
Chase, Mary Belle,	Teacher,	Milwaukee
Culligan, Lucy Camilla,	(Mrs. G. H. Krock)	Milwaukee
Cunningham, Agnes Maria,	Teacher,	Milwaukee
Epstein, Tillie,	Teacher,	Milwaukee
Follett, Mary Frances,	(Mrs. Frederick Ethier)	Milwaukee
Foulkes, Viola Marguerite,	(Mrs. Theodore B. Olsen)	Milwaukee
Haase, Laura,	(Mrs. Kramer)	Madison
Hughes, Minnie Beddoes,	(Mrs. George Daggett)	Minneapolis, Minn.
Malloy, Kittie, B.,	Teacher	Milwaukee
Olsen, Ida,	(Mrs. John Harkins)	Milwaukee
O'Sullivan, Elizabeth J.,	Teacher,	Milwaukee
Reynolds, Lillian Frances,	Teacher,	Milwaukee
Rogers, Emma Adelaide,	(Mrs. Edwin A. Dickinson)	Chicago, Ill.
Worms, Jessie,	Teacher,	Milwaukee

1887.

"We study for light to bless with light."

Bergen, George B.,	Teacher, High School,	Elgin, Ill.
Clarke, Susie G.,	Teacher,	Milwaukee
Clarke, Maggie,	Teacher,	Milwaukee
Cooke, Mary E.,	(Mrs. Edward F. Capron)	Chicago, Ill.
Doerfler, Anna A.,	Prin. of School,	Milwaukee
Fuchs, Theresa,	Teacher,	Milwaukee
Hines, Maggie,	Teacher,	Milwaukee
Hood, Gertrude,	Teacher, High School,	Ripon, Wis.
Leyser, Minnie B.,	(Mrs. Sigismund Levi)	Milwaukee

Newman, Sarah,		
Nichols, Lyda P.,		Pasadena, Cal.
Pfoertch, Dina,	Teacher,	Milwaukee
Riley, Eva E.,	(Mrs. Charles A. Butler)	Milwaukee
Stearns, Lutie E.,	Public Library,	Milwaukee
O'Sullivan, Eugenia,	Teacher,	Milwaukee
Tomelty, Mary,	Teacher,	Milwaukee
Zahl, Lydia M.,	Teacher,	Milwaukee

1888.

"*Ad Astra.*"

Apple, Rebecca C.,	(Mrs. M. A. Mendelsohn)	Denver, Col.
Booth, Marion,	Teacher,	Milwaukee
Cole, Gertrude E.,	Teacher,	Milwaukee
Comstock, Jessie H.,	Teacher,	Milwaukee
Dehm, Lena M.,	Teacher,	Milwaukee
Desmond, Mary J.,	Teacher,	Milwaukee
Dietz, Lillie D.,	Teacher,	Milwaukee
*Farrall Jennie,		
Foulkes, Eugenia M.,	Teacher,	Milwaukee
Hoenes, Jacob E.,	Teacher,	Milwaukee
Loewenmeyer, Emily,	Teacher,	Milwaukee
McCormack, Nellie R.,	Teacher,	Milwaukee
McDowell, Fannie E.,	Teacher,	Milwaukee
Paine, Edith G.,	(Mrs. John Le Feber)	Milwaukee
Parkes, Annie B.,	(Mrs. W. L. Phillips)	Milwaukee
Pierce, Marion,	Teacher,	Milwaukee
Ramaker, Nellie D.,	Teacher,	Milwaukee
Sivyer, Carrie A.,	(Mrs. George W. Ferris)	Milwaukee
Sheldon, Carrie A.,	Student, Pratt Inst.,	Brooklyn, N. Y.
Strass, Alice,	Teacher,	Milwaukee
Thompson, Mary,	Teacher,	Milwaukee

1889.

"*Rowing not Drifting.*"

Ackerman, John H.,	Superintendent of Schools,	East Portland, Ore.
Anderson, Mabel L.,	Teacher, High School,	La Crosse
Barber, Katherine,	Teacher,	Milwaukee
*Brunst, Clara,		
Froelich, Minnie,	Teacher,	Milwaukee
Harley, Katherine C.,		Milwaukee

Hauser, Sophie,	Teacher,	Milwaukee
Lage, Thomas Henry,	Principal, High School,	New Richmond, Wis.
Luebke, Ottilie E.,	Teacher,	Milwaukee
Meisnest, Frederick Wm.,	Principal, High School,	Green Bay, Wis.
Morgan, Elizabeth E.,	Teacher,	Milwaukee
O'Brien, Bridget Vaughn,	Teacher,	Milwaukee
Purdy, Edith A.,	Teacher, State Normal School,	Platteville, Wis.
Smith, Marietta B.,	Student, State University,	Madison
Thomas, Emma L.,	Teacher,	Milwaukee
Waigli, Eleanor,	Teacher,	Milwaukee
Walrath, Cornelia R.,	Teacher,	Milwaukee
Warne, Lucy Adell.	Teacher,	Milwaukee
Weltzien, Lena Marie,	Teacher,	Milwaukee

1890.

"*To be not to seem.*"

Aldrich, Mildred,	Teacher,	Milwaukee.
Bolton, Frederick E.,	Principal, High School,	
Conant, Jennie C.,	Teacher, High School,	Weyauwega, Wis.
Corbitt, Lilian,	Teacher,	Milwaukee
Couch, Ernest E.,	Principal, High School,	Eagle River, Wis.
Davis, Julia,	(Mrs. John Frye)	Springfield, Ill.
Fellows, Jane M.,	Teacher,	Milwaukee
Foote, Neena,	(Mrs. Chas. F. Rock)	Milwaukee
Goetsch, Hattie L.,	Teacher, Normal School,	Whitewater, Wis.
Hallowes, Clara,	Student, State University,	Madison
Hauser, Daisy,	Teacher,	Milwaukee
Hegner, Herman F.,	Student, Chicago University,	Chicago, Ill.
Heideman, Lena,	Teacher, High School,	Sheboygan, Wis.
Kahlenberg, Louis,	Instructor, State University,	Madison, Wis.
McKillop, Nettie,	Teacher,	Milwaukee
Nichols, Mattie A.,	Teacher,	Milwaukee
Nickey, Minnie E.,	Teacher,	Milwaukee
Paine, Alice C.,	(Mrs. Ernest Post)	Milwaukee
Rodee, Nellie M.,	Teacher,	Milwaukee
Sheldon, Nellie J.,	Teacher,	Milwaukee
Taylor, Ada,	Student, State University,	Madison
Trask, Katherine B.,	Teacher,	Sioux Falls, South Dak.

1891.

"More Beyond."

Arnold, Glenn B.,	Solicitor,	Lake Geneva, Wis.
Beach, Carrie M.,	Teacher,	Milwaukee
Bolton, Herbert E.,	Law Student, University,	Madison
Brugger, Frances M.,	Teacher,	Milwaukee
Buell, Harry C.,	Teacher, High School,	Janesville, Wis.
Burnham, Anna E.,	Teacher, High School,	Evansville, Wis.
Calkins, Mary I.,	Teacher,	Milwaukee
Dreutzer, Corrilla C.,	Teacher,	Milwaukee
Finan, John J.,	Teacher,	Milwaukee
Haisler, Elizabeth C.,	Teacher,	Milwaukee
Hanley, Elizabeth A.,	Teacher,	Racine, Wis.
Hegner, Ida E.,	Teacher,	Chicago
Houlan, Marion C.,	Teacher,	Milwaukee
Limberg, Theresa,	Teacher,	Milwaukee
O'Leary, Jessie L.,	Teacher,	Reedsburg, Wis.
Palutzke, Bertha,	Teacher,	Milwaukee
Pennell, Elizabeth,	(Mrs. Chas. Kroeger)	Milwaukee
Pollock, Mary E.,	Teacher,	Milwaukee
Ramsey, Susan E.,	Teacher,	Milwaukee
Robrahn, Frances,	Teacher,	Milwaukee
Schlundt, Herman,	Student, State University,	Madison, Wis.
Shire, Sarah,	Teacher,	Milwaukee
Smith, Nellie M.,	Teacher,	Milwaukee
Stillman, Mary Louise,	Teacher,	Milwaukee
Wright, Jane,	Teacher,	Milwaukee

1892.

"Catch the Sunshine."

Bloomfield, W. E.,	Educational Journalism,	Milwaukee
Borresen, Lilly M. E.,	Teacher,	La Crosse
Broer, Fred. W.,	Principal of School,	Sheboygan
Burnham, Katherine E.,	Teacher,	Milwaukee
Caldwell, Minnie,	Teacher in High School,	Baraboo
Clark, Amy E.,	Teacher,	Milwaukee
Delpsch, Laura L.,	Teacher,	Milwaukee
Dittmer, Anna H.,	Teacher,	Milwaukee
Ducker, William H.,	Leach, Shewell & Sanborn,	Chicago
Fowler, Lotta B.,	Teacher,	Milwaukee

Fuller, Anna B.,	Teacher.	Milwaukee
Fuller, Gertrude E.,	Teacher,	Milwaukee
Galligan, Cecilia R.,	Teacher,	Milwaukee
Griffiths, Minna S.,	Teacher,	Milwaukee
Harries, Alice,	Teacher,	Milwaukee
Hill, Henry D.,	Principal of High School,	North Greenfield
Howard, Mrs. Ellen J.,	Teacher in High School,	Waupun
Howard, F. C.,	Principal of High School,	Waupun
Miller, Ida,	Teacher,	Sheboygan
Peppard, Joseph M.,	Principal of High School,	Osceola Mills
Rice, Margaret,	Teacher,	Milwaukee
Rogers, Irma E.,	Teacher,	Milwaukee
Saveland, Linda C.,	Teacher,	Milwaukee
Slosson, May,	Teacher,	Milwaukee
Smith, Fred J.,	Supt. of Schools, Juneau County,	Mauston
Staehle, Max,	Principal of High School,	Port Washington
Swinburne, Julia M.,	Teacher,	Milwaukee
Thomson, Alva A.,	Student, State University,	Madison
Wackler, Catherine H.,	Teacher,	Baraboo
Warne, Edna V.,	Teacher,	Milwaukee
Welles, Frances B.,	Student, State University,	Madison

1893.

"*Be, Grow, Live.*"

Aldrich, Mabelle J.,	Teacher,	Milwaukee
†Boughten, Clara L.,	Teacher,	Manitowoc
Brauns, Lydia,	Teacher, High School,	Edgerton
Brown, Andrew C.,	Teacher,	Milwaukee
Brown, Helen N.,	Teacher,	Milwaukee
Burgess, Bertha A.,	Teacher,	Milwaukee
Bussewitz, Max A.,	Principal,	Oshkosh
De Garmo, Cora H.,	Teacher,	Milwaukee
Elmer, Florence,	Teacher,	Milwaukee
Graber, John E.,	Teacher, High School,	Appleton
Hagemann, John A.,	Principal,	Oshkosh
Haisler, Margaret L.,	Teacher,	Milwaukee
Houtkamp, William E.,	Teacher,	Milwaukee
Kaross, Ella B.,	Teacher,	Milwankee
Kendall, Alice M.,	Teacher,	Milwaukee
Landgraf, Eda M.,	Teacher, High School,	Fort Atkinson
McDonald, Mabel,	Teacher, High School,	Oconomowoc

Moffet, Mae S.,	Teacher,	Milwaukee
†Nicolaus, R. C.,	Teacher,	Milwaukee
Nuesse, Elizabeth,	Teacher,	Milwaukee
Olson, Oscar,	Teacher,	Milwaukee
Peters, Ella,	Teacher,	Milwaukee
Pokorny, Lucy G.,	Teacher,	Milwaukee
Quinn, Jennie M.,	Teacher,	Milwaukee
Reel, Irma,	Teacher,	Milwaukee
Ries, Jessie M.,	Teacher,	Milwaukee
Scott, Nellie M.,	Teacher,	Layton Park
Sherwood, Belle	Teacher,	Wauwatosa
Skelding, Florence F.,	Teacher,	Milwaukee
Tyre, Olga,	Teacher,	Milwaukee
Vaughn, Gertrude O.,	Teacher,	Milwaukee
*Veech, Lizzie P.,		
Welch, Nellie A.,	Teacher,	Milwaukee
Winteler, Caspar,	Teacher,	Wilton
Zimmers, Peter J.,	Teacher, High School,	Watertown

* Deceased.
† Graduated December 19, 1893.

CALENDAR 1894-95.

Entrance Examination, Tuesday, Sept. 4, 1894.

School Organized, Wednesday, Sept. 5, 1894.

Winter Vacation Begins Friday, Dec. 21, 1894.

Session Resumed Wednesday, Jan. 2, 1895.

First Term Ends Wednesday, Jan. 30, 1895.

Second Term Begins Thursday, Jan. 31, 1895.

Spring Vacation Begins Friday, April 5, 1895.

Session Resumed Tuesday, April 16, 1895.

Graduating Exercises, Wednesday, June 26, 1895.

Meeting of Alumni, Thursday, June 27, 1895.

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Entrance Examination, Tuesday, Sept. 4, 1894.

School Organized, Wednesday, Sept. 5, 1894.

Winter Vacation Begins Friday, Dec. 21, 1894.

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1892-93

ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

MILWAUKEE, WIS.

1893.

ANNUAL CATALOGUE

— OF THE —

Wisconsin State Normal School

MILWAUKEE, WISCONSIN.

1893.

MILWAUKEE:
Standard Printing Company.
1893.

Standard Printing Company,
114 Michigan Street,
MILWAUKEE.

Board of Regents.

TERM EXPIRES FIRST MONDAY IN FEBRUARY, 1894.

JOHN W. HUME.....Oshkosh.
BYRON B. PARK.....Stevens Point.
BERNARD GOLDSMITH.....Milwaukee.

TERM EXPIRES FIRST MONDAY IN FEBRUARY, 1895.

W. D. PARKER.....Madison.
F. P. AINSWORTH.....River Falls.
E. M. JOHNSON.....Whitewater.

TERM EXPIRES FIRST MONDAY IN FEBRUARY, 1896.

DENNIS J. GARDNER.....Platteville.
MICHAEL KIRWAN.....Manitowoc.
IRA A. HILL.....Sparta.

Members *Ex-Officio.* { GEORGE W. PECK, Governor.
O. E. WELLS, State Superintendent of Public Instruction.

OFFICERS OF THE BOARD.

President.....JOHN W. HUME.
Vice-President.....E. M. JOHNSON.
Secretary.....W. D. PARKER.
Treasurer, *Ex-Officio*.....JOHN HUNNER.

VISITING COMMITTEE.

T. B. PRAY.....Whitewater.
C. E. PATZER.....Manitowoc.
MRS. MARY D. BRADFORD.....Kenosha.

	CITY.	COUNTY.
Scott, Nellie M.,	Monroe,	Green.
Sherwood, Belle,	Mauston,	Juneau.
Skelding, Florence F.,	Milwaukee,	Milwaukee.
Tyre, Olga,	Milwaukee,	Milwaukee.
Vaughn, Gertrude O.,	Spring Prairie,	Walworth.
Veech, Lizzie P.,	Milwaukee,	Milwaukee.
Welch, Nellie A.,	Milwaukee,	Milwaukee.
Wenzel, Theodore W. A.,	Milwaukee,	Milwaukee.
Williams, Catherine R.,	Milwaukee,	Milwaukee.
Winteler, Caspar,	Wauwatosa,	Milwaukee.
Zimmers, Peter J.,	Racine,	Racine.

JUNIOR CLASS 1892-93.

	CITY.	COUNTY.
Abbott, Lotta,	Westfield,	Marquette.
Adamson, Mary E.,	Milwaukee,	Milwaukee.
Baker, Mamie E.,	Milwaukee,	Milwaukee.
Becker, Ida,	Milwaukee,	Milwaukee.
Binzel, Alma L.,	Beaver Dam,	Dodge.
Black, Mary,	Mauston,	Juneau.
Blackstone, Hattie K.,	Berlin,	Green Lake.
Booth, Mary E.,	Milwaukee,	Milwaukee.
Brennan, Elizabeth,	Milwaukee,	Milwaukee.
Brownell, Stella F.,	Milwaukee,	Milwaukee.
Bury, Hattie P.,	Mauston,	Juneau.
Chamberlain, May L.,	Kilbourn City,	Columbia.
Cline, Esther M.,	Milwaukee,	Milwaukee.
Derse, Robert M.,	Alderly,	Dodge.
Dreutzer, Ruth A.,	Wauwatosa,	Milwaukee.
Duncan, Maud E.,	Milwaukee,	Milwaukee.
Durkee, Mate A.,	Hartford,	Washington.
Dwinnell, Bessie M.,	Lodi,	Columbia.
Feingold, Josef,	Milwaukee,	Milwaukee.
Fink, Ella L.,	South Milwaukee,	Milwaukee.
Freeman, James R.,	Sparta,	Monroe.
Gansel, Edward A.,	Milwaukee,	Milwaukee.
Gillette, Julia,	Waukesha,	Waukesha.
Goehrs, Carrie C.,	Milwaukee,	Milwaukee.
Graham, John C.,	South Wayne,	La Fayette.
Grubb, Mattie L.,	Milwaukee,	Milwaukee.
Hegner, Caroline W.,	Decorah, Iowa,	

	CITY.	COUNTY.
Hegner, Wilhelmina C.,	Decorah, Iowa,	
Hindes, Mayme L.,	Lodi,	Columbia.
Hollister, Jessie M.,	Milwaukee,	Milwaukee.
Hughes, Florence,	Milwaukee,	Milwaukee.
Hyer, Frank S.,	Aztalan,	Jefferson.
Jones, Lydia M.,	Delavan,	Walworth
Kennedy, Katharine C.,	Milwaukee,	Milwaukee.
Krahn, Adolph J.,	Huilsburgh,	Dodge.
Kristensen, Anna M.,	Kenosha,	Kenosha
Krueger, Olive,	Milwaukee,	Milwaukee.
Kussel, Tiby,	Milwaukee,	Milwaukee.
Landolt, Louise J.,	Wauwatosa,	Milwaukee.
Lydon, Margaret L.,	Milwaukee,	Milwaukee.
McClellan, Mary F.,	St. Paul, Minn.,	
McDowell, John C.,	Montello,	Marquette.
McIntosh, Margaret V.,	Milwaukee,	Milwaukee.
Michaels, Etta M.,	Berlin,	Green Lake.
Middlemas, May A.,	Milwaukee,	Milwaukee
Moody, Mary,	Milwaukee,	Milwaukee.
Morrison, Elsie,	Milwaukee,	Milwaukee.
Peterman, Julia,	Milwaukee,	Milwaukee.
Peterson, Grace M.,	Milwaukee,	Milwaukee.
Pistor, Lydia,	Kewaunee,	Kewaunee.
Ribenack, Bertha E.,	Kilbourn City,	Columbia.
Ringrose, Emma T.,	Wauwatosa,	Milwaukee.
Risk, Nina I.,	Easton,	Adams.
Robertson, Lillian A.,	Milwaukee,	Milwaukee.
Rosenthal, Annette,	Milwaukee,	Milwaukee.
Schlichting, Meta,	Milwaukee,	Milwaukee.
Sheldon, May,	Milwaukee,	Milwaukee.
Sigwell, Sarah S.,	Janesville,	Rock.
Skelding, Mary,	Milwaukee,	Milwaukee.
Smith, Nettie,	Pewaukee,	Waukesha.
Soik, Matta,	Berlin,	Green Lake.
Somers, Florence J.,	Milwaukee,	Milwaukee.
Sontag, Lillian V.,	Fort Atkinson,	Jefferson.
Suckow, Elsie,	Milwaukee,	Milwaukee.
Sullivan, Ellen J.,	Richmond,	Walworth.
Stelting, Albert A.,	Mount Tabor,	Vernon.
Thompson, Royal C.,	Hillsboro,	Vernon.
Thomson, Charles,	Tomah,	Monroe.

	CITY.	COUNTY.
Timlin, Eva M.,	Kilbourn City,	Columbia.
Tower, Effie M.,	North Greenfield,	Milwaukee.
Uhlmann, Gustav,	Milwaukee,	Milwaukee.
Utendorfer, William E.,	Spring Green,	Sauk.
Waldron, Jessie E.,	Milwaukee,	Milwaukee.
Wetherby, Jessie,	Mauston,	Juneau.
Wiener, Grace M.,	Alexandria, S. Dakota,	
Wilde, Samuel H.,	Milwaukee,	Milwaukee.
Worden, Ruth A.,	Milwaukee,	Milwaukee.

SUMMARY BY COUNTIES.

Adams	1	Marquette	2
Brown	1	Milwaukee	68
Columbia	6	Monroe	2
Dodge	4	Outagamie	1
Green	1	Racine	2
Green Lake	3	Rock	1
Jefferson	3	Sauk	1
Juneau	5	Vernon	2
Kenosha	1	Walworth	4
Kewaunee	1	Washington	2
La Fayette	1	Waukesha	2
Manitowoc	2		
	29		87
			29
Total			116

OTHER STATES.	
Iowa	2
Massachusetts	1
Minnesota	1
Montana	1
South Dakota	1
	6

TOTAL SUMMARY.	
Summary by Counties	116
" " States	6
Total	122

OF THE SENIOR CLASS

The number coming from the Milwaukee High School was.....23
The number whose preparatory work was done elsewhere was....22

OF THE JUNIOR CLASS

The number coming from the Milwaukee High School was.....29
The number whose preparatory work was done elsewhere was....48
Total number in the school this year from Milwaukee High School.52
" " " " " " " " other schools.....70

Model School.

FIRST GRADE.

Baird, Mabel,
Boerth, Hattie,
Booth, Andrew,
Brazier, Helen,
Campbell, Helen,
Chapin, Chester,
French, Osborne,
Goetz, Walter,
Haugen, Alice,
Haugen, Ragna,
Hamilton, Paul,
Heller, Paula,
Herdegen, Irma,
Howard, Arthur,
Whitemore, Ruth.
Katz, Herman,
King, Helen,
Leedom, Hampton,
Mitchell, Donald,
Neeves, Harold,
Northrop, Bessie,
Norris, Neal,
Parks, Ella,
Rogers, Sumner,
Uhrig, Edwin,
Watkins, Wirt,
Weber, Arthur,
Weinhagen, George,
White, Harry,

SECOND GRADE.

Banks, Nellie,
Clark, Stewart,
Day, Gordon,
Grant, Alice,
Hard, Helen,
Heck, Gertie,
Heck, Mertie,
Jones, Marion,
Pleiss, Otillia,
Rice, Hicy,
Sheldon, Seth,
Signetz, Herbert,
Stoker, George,
Uhrig, Alex,
Weigell, Dora,
Weinhagen, Litty.

THIRD GRADE.

Bass, Helen,
Brown, Theodore,
Bude, Alfred,
Carmichael, George,
Carter, Miriam,
Farnsworth, Irma,
French, Inez,
Graves, Robert,
Hard, Chester,
Heck, Katie,
Howard, Alma,
Johnston, Kittie,
Mapel, John,
Merrill, Maud,
Mitchell, Harry,
Morris, Laura,
Ogden, Willie,
Rice, Milton,
Saveland, Eddie,
Schaus, Anna,
Sellmer, George,
Stanhope, Eugene,

Johnston, Hilda,
Johnston, Jack,
Thayer, Arthur,
Wallis, May,
Wright, Agnes.

FOURTH GRADE.

Bannard, Florence,
Bell, Marion,
Blanchard, Marjorie,
Campbell, Alice,
Greenthal, Milton,
Haugan, Helga,
Hard, Edith,
Herman, Eugene,
Mandeville, Roy,
Pleiss, Emelia,
Rice, Gertrude,
Stannard, Leeta,
Weber, Bessie,
White, Fred,
Walter Ehlman.

FIFTH GRADE.

Campbell, William,
Coogan, Monica,
Dempsey, Harry,
Dziewanowski, Ralph,
Fleissner, John,
Hastings, Leona,
Heck, Minnie,
Heller, Florence,
McIntosh, Donald,
Porter, Harry,
Reuschel, Mary,
Rider, Katie,
Tuttle, Berdice,
White, Ethel.

SIXTH GRADE.

Dratz, Josie,
Eissfeldt, Helen,
Goldsmith, Bernard,
Greenthal, Meta,
Grobmann, Walter,
King, Harry,
Landwehr, Walter,
Moore, Samuel,
Pleiss, Lizzie,
Sieglaff, Alma,
Stumes, Alice,
Thomson, Columbia,
Wehe, Waldemar,
Wollaeger, Thekla.

SEVENTH GRADE.

Bartel, Leonard,
Beaucage, Maggie,
Farnsworth, Ethel,
Goetz, Herman,
Harvey, Helen,
Heller, Bella,
Landwehr, Carl,
Luedke, Helen,
McCallum, Alex,
Northrup, Maurice,
Roberts, Anna,
Weber, Fred,
Weigell, Herman,
Wenzel, Rilla,
Williams, Edith,
Wilson, William.

EIGHTH GRADE.

Beaucage, Andrew,
Faber, Rosa,
Paine, Gertrude,
Singer, Clara,
Stacy, Florence,
Wehe, George,
Wenzel Maude.

SUMMARY OF ENROLLMENT FOR THE YEAR 1892-'93.

NORMAL DEPARTMENT.

Senior year	45	
Junior year	77	
		122
MODEL SCHOOL		137
Total		259

Courses of Study, Normal Department.

SUMMARY.

ENGLISH COURSE.

	Weeks.
Reviews with Special Reference to Teaching	30
Vocal Music	10
Composition	10
Rhetoric and Literature	20
Drawing	20
Elementary Physics	10
Technics and Methods in Elementary Science	10
Advanced Physiology	10
Geometry	10
General History	10
Civics and Political Economy	20
Observation	10
Theory and Art of Teaching	10
Psychology	20
History and Science of Education	20
Practice Teaching and Observation	40

In addition to the foregoing, students must take some one of the following courses of electives:

	Weeks.
a. Physics and Geology	40
b. Natural History and Physics	40
c. Physics and Chemistry	40
d. Natural History and Chemistry	40
e. Chemistry	40
f. Advanced work in English; Modern Literature and Methods of Teaching it; and Advanced Physics or Natural History	40

LATIN COURSE.

	Weeks.
Reviews with Special Reference to Teaching	20
Composition	
Rhetoric and Literature	20
Drawing	20
Geometry	10
Civics and Political Economy	20
Theory and Art of Teaching	10
Psychology	20
History and Science of Education	20
Practice Teaching and Observation	40
Latin	80

In addition to the foregoing, students taking the Latin Course must select forty weeks' work from among the following electives; such selection to be made within limits prescribed by the President of the school:

	Weeks.
Natural History Elementary Physics Advanced Physiology Technics and Methods in Elementary Science Advanced Physics	40

A course of ten weeks in school supervision is offered to students in either course who are preparing themselves for the work of High School Principals or for Superintendents.

Credit will be allowed, by way of offset, in General History and other studies of the courses in which students shall satisfy the President of the school of their proficiency.

All students are expected to take part in the physical exercises, and in the chorus practice in singing, both of which are daily exercises throughout the course.

Courses of Study Showing Limits of Electives.

EACH TERM IS TWENTY WEEKS IN LENGTH.

ENGLISH COURSE—A.

JUNIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Reviews with Special Reference to Teaching	20	Reviews with Special Reference to Teaching	10
Vocal Music	10	Geometry	10
Composition	10	Theory and Art of Teaching	10
Drawing	20	Rhetoric and Literature	20
Elementary Physics	10	Observation	10
Natural History or Special work	10	Advanced Physiology	10
		Natural History or Special work	10

SENIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Psychology	20	History and Science of Education.	20
Practice Teaching	20	Practice Teaching and Observation	20
Technics and Methods in Elementary Science	10	Civics and Political Economy	20
General History	10	Geology	20
Advanced Physics	20		

ENGLISH COURSE—B.

JUNIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM	Weeks.
Reviews with Special Reference to Teaching	20	Reviews with Special Reference to Teaching	10
Vocal Music	10	Geometry	10
Composition	10	Theory and Art of Teaching	10
Drawing	20	Rhetoric and Literature	20
Elementary Physics	10	Observation	10
Natural History (Botany or Zoology	10	Advanced Physiology	
		Nat'l History (Botany or Zoology)	10

SENIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Psychology	20	History and Science of Education.	20
Practice Teaching	20	Practice Teaching and Observation	20
Technics and Methods in Elementary Science	10	Civics and Political Economy	20
General History	10	School Supervision	10
Advanced Physics	20	Special Work	10

ENGLISH COURSE—C.

JUNIOR YEAR.

FIRST TERM.	Weeks.
Reviews with Special Reference to Teaching	20
Vocal Music	10
Composition	10
Drawing	20
Elementary Physics	10
Natural History or Special work	10

SECOND TERM.	Weeks.
Reviews with Special Reference to Teaching	10
Geometry	10
Theory and Art of Teaching	10
Rhetoric and Literature	20
Observation	10
Advanced Physiology	10
Natural History or Special work	10

SENIOR YEAR.

FIRST TERM.	Weeks.
Psychology	20
Practice Teaching	20
Technics and Methods in Elementary Science	10
General History	10
Advanced Physics	20

SECOND TERM.	Weeks.
History and Science of Education	20
Practice Teaching and Observation	20
Civics and Political Economy	20
Chemistry	20

ENGLISH COURSE—D.

JUNIOR YEAR.

FIRST TERM.	Weeks.
Reviews with Special Reference to Teaching	20
Vocal Music	10
Composition	10
Drawing	20
Elementary Physics	10
Natural History (Botany or Zoology)	10

SECOND TERM	Weeks.
Reviews with Special Reference to Teaching	10
Geometry	10
Theory and Art of Teaching	10
Rhetoric and Literature	20
Observation	10
Advanced Physiology	10
Nat'l History (Botany or Zoology)	10

SENIOR YEAR.

FIRST TERM.	Weeks.
Psychology	20
Practice Teaching	20
Technics and Methods in Elementary Science	10
General His	10
Advanced	20

SECOND TERM.	Weeks.
History and Science of Education	20
Practice Teaching and Observation	20
Civics and Political Economy	20
School Supervision	10
Special work	10

ENGLISH COURSE—E.

JUNIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Reviews with Special Reference to Teaching	20	Reviews with Special Reference to Teaching	10
Vocal Music	10	Geometry	10
Composition	10	Theory and Art of Teaching	10
Drawing	20	Rhetoric and Literature	20
Advanced Physics	20	Observation	10
		Advanced Physiology	10
		Special work	10

SENIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Psychology	20	History and Science of Education	20
Practice Teaching	20	Practice Teaching and Observation	20
Technics and Methods in Elementary Science	10	Civics and Political Economy	20
General History	10	Advanced Chemistry	20
Elementary Chemistry	20		

ENGLISH COURSE—F.

JUNIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Reviews with Special Reference to Teaching	20	Reviews with Special Reference to Teaching	10
Vocal Music	10	Geometry	10
Drawing	20	Theory and Art of Teaching	10
Composition	10	Rhetoric and Literature	20
Elementary Physics	10	Observation	10
Natural History (Botany or Zoology)	10	Advanced Physiology	10
		Advanced Work in English	10

SENIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Psychology	20	History and Science of Education.	20
Practice Teaching	20	Practice Teaching and Observation	20
Technics and Methods in Elementary Science	10	Civics and Political Economy	20
General History	10	Advanced Physics or Natural History	20
Modern Literature and Methods of Teaching it	10		
Special work in Literature	10		

The "Special Work" provided for in some of the courses will be in such lines of review or advance work as the needs of students may make desirable. Special classes will be organized for this work as needed.

LATIN COURSE—A.

Students entering the Latin Courses must have done at least two year's work in Latin and be prepared to take an examination on four books of Cæsar or its equivalent.

Students may take examinations for advanced standing in Latin.

JUNIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks
Reviews with Special Reference to Teaching	20	Geometry	10
Composition	10	The ry and Art of Teaching	10
Drawing	20	Rhetoric and Literature	20
Nat'l History (Botany or Zoology)	10	Advanced Physiology	10
Latin	20	Nat'l History (Botany or Zoology)	10
		Latin	20

SENIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Psychology	20	History and Science of Education	20
Practice Teaching	20	Practice Teaching and Observation	20
Technics and Methods in Elementary Science, or Modern Literature and Methods	10	Civics and Political Economy	20
General History or School Supervision	10	Latin	20
Latin	20		

LATIN COURSE—B.

JUNIOR YEAR.

FIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Reviews with Special Reference to Teaching	20	Geometry	10
Composition	10	Theory and Art of Teaching	10
Drawing	20	Rhetoric and Literature	20
Elementary Physics	10	Advanced Physiology	10
Latin	20	Nat'l History (Botany or Zoology)	10
		Latin	20

SENIOR YEAR.

EIRST TERM.	Weeks.	SECOND TERM.	Weeks.
Psychology	20	History and Science of Education	20
Practice Teaching	20	Practice Teaching and Observation	20
Advanced Physics	20	Civics and Political Economy	20
Latin	20	Latin	20

KINDERGARTEN TRAINING COURSE.

JUNIOR YEAR.

FIRST TERM.

	Weeks.
Composition	10
Music	10
Botany or Zoology	10
Drawing	10
Occupations,—Sewing, Drawing, Weaving and Folding	20
Study of 1st, 2d, 3d and 4th Gifts, Practical and Theoretical	20

SECOND TERM.

	Weeks.
Rhetoric and Literature	20
Inventional Geometry	10
Occupations,—Cutting, Pease Work and Modeling	20
Study of 5th, 6th, 7th, and 8th Gifts	20
Study of Mutter- und Kose-Lieder in its applications to the Gifts, Games and Occupations.	10

Observation work in Kindergarten.

Practice in Songs and Games.

SENIOR YEAR.

FIRST TERM.

	Weeks.
Psychology	20
Gifts and Occupations and Mutter- und Kose-Lieder studied from the standpoint of principles involved	20
Practice work in Kindergarten	20

SECOND TERM.

	Weeks.
History of Education	10
Study of Principles as set forth in Froebel's Education of Man	10
Freeband Drawing,—Blackboard Work	10
Practice work in Kindergarten	20

The foregoing Kindergarten Course is offered to meet the needs of students who desire to thoroughly fit themselves as directors of Kindergarten work, as well as to do the work of Assistants under the direction of others, and is specially designed to meet the demand for thoroughly trained Kindergartners in the public schools of the State. Students completing the course satisfactorily will receive a diploma which legally qualifies the holder to teach for one year in any Kindergarten in the State which is supported by the public funds. After one year's successful work in teaching, this diploma may be countersigned by the State Superintendent, when it becomes a State Certificate legally qualifying the holder to teach for life in any Kindergarten connected with the public school system in the State.

The first year's work is so planned as to fit students to do the work of Kindergarten assistants. It is, however, very desirable that students entering this Course, shall plan to take the full two years' training.

Students failing to show an aptitude for the Kindergarten work will be advised not to continue in the course.

Persons taking the Kindergarten course will make the same declaration of intention to teach as other students and will be regarded as regular students in the Normal School, and subject to the same general regulations, as students in the other courses.

Persons not well prepared will not be admitted.

No charge for tuition will be made to residents of the State. All material which in its completed form it is desirable that the student shall own, will be furnished at cost.

REQUIREMENTS FOR ADMISSION.

Any person presenting testimonials of good moral character and showing evidence of "sound physical health," may be admitted to the Normal School under any of the following conditions, fixed by the Board of Regents:

"The terms of admission to the State Normal School at Milwaukee, shall be: (*a*) by certificate of having completed the first three years of one of the existing courses of study in the High School at Milwaukee, excepting trigonometry; (*b*) by elementary certificate from any Normal School in Wisconsin; (*c*) by diploma from such free high schools in Wisconsin as have adopted the four years' English and scientific course of study prescribed by the State Superintendent for such schools, with a certified record of their standings in all the branches of the High School Course. Provided: That any branch of the High School Course in which passing standings are not presented, shall be taken, in class or by examination, at the Normal School; (*d*) by examination in the branches in the last mentioned course, except that English history be substituted for Theory and Art of Teaching." Standings on state certificates granted by the state board of examiners will be accepted on branches required for admission.

The foregoing requirements apply also to candidates seeking admission to the Kindergarten Course.

Credit is given for work done in colleges or in the state university. When the students come recommended by the faculty of such institutions as having completed one or more years of a regular course of study, they are admitted without examination. Any applicant may be admitted to advanced standing by giving evidence upon examination, of such attainments in the study as the standard of work in the school requires.

Persons presenting credentials from high schools or colleges, will be admitted on the merit of the same to the work

of the school, but the standing for graduation from the school must be established by written examination, or by such oral tests as the faculty may deem wise to submit. Candidates for admission by examination will be required to pass a satisfactory examination in the following-named branches:

Arithmetic,	Reading,
Geography, Political and Physical.	English Grammar,
Rhetoric,	Literature,
History of the U. S.	Civil Government,
Algebra,	Geometry,
Physiology,	English or General History.
Physics.	

Candidates may be admitted with conditions in a limited number of the above-named subjects, provided the standing in the other studies gives evidence of strength to carry the regular work and make up deficiencies within a short time.

SCHEDULE OF CLASSES FOR JUNIOR YEAR.

FIRST TEN WEEKS.

FIRST SECTION.

	1st 5 Weeks.	2d 5 Weeks.
Vocal Music	5	5
Drawing	5	5
Elementary Physics	5	5
Algebra	5	
Grammar		5

SECOND SECTION.

	1st 5 Weeks.	2d 5 Weeks.
Vocal Music	5	5
Composition	5	5
Botany	5	5
Grammar	5	
Algebra		5

SECOND TEN WEEKS.

	3d 5 Weeks.	4th 5 Weeks.
Composition,	5	5
Drawing	5	5
Zoology	5	5
Arithmetic	5	
U. S. History		5

	3d 5 Weeks.	4th 5 Weeks.
Elementary Physics	5	5
Theory and Art of Teaching	5	5
Drawing	5	5
U. S. History	5	
Arithmetic		5

THIRD TEN WEEKS.

	5th 5 Weeks.	6th 5 Weeks.
Theory and Art of Teaching	5	5
Geometry	5	5
Rhetoric and Literature	5	5
Geography	5	
Civil Government		5

	5th 5 Weeks.	6th 5 Weeks
Drawing	5	5
Rhetoric and Literature	5	5
Advanced Physiology	5	5
Civil Government	5	
Geography		5

FOURTH TEN WEEKS.

Rhetoric and Literature	10
Observation	10
Zoology	10
Advanced Physiology	10
Advanced Work in English	10

Rhetoric and Literature	10
Observation	10
Geometry	10
Botany	10

The student having selected his course will find, by an examination of the "Schedule of Classes" for each year, what his work will be during any part of the course.

SCHEDULE OF CLASSES FOR SENIOR YEAR.

FIRST SECTION.	SECOND SECTION.
FIRST TEN WEEKS.	
Psychology.....10	Psychology.....10
Practical Teaching.....10	Practice Teaching.....10
General History.....10	Political Economy.....10
Advanced Physics.....10	Advanced Physics.....10
	Elementary Chemistry.....10
SECOND TEN WEEKS.	
Psychology.....10	Psychology.....10
Practice Teaching.....10	Practice Teaching.....10
Advanced Physics.....10	Advanced Physics.....10
Special work in Literature.....10	Political Economy.....10
	Elementary Chemistry.....10
THIRD TEN WEEKS.	
History and Science of Education.....10	History and Science of Education.....10
Practice Teaching.....10	Practice Teaching.....10
Political Economy.....10	General History.....10
Geology and Physical Geography.....10	Advanced Chemistry.....10
Modern Literature and Methods of Teaching it.....10	
FOURTH TEN WEEKS.	
History and Science of Education.....10	History and Science of Education.....10
Practice Teaching.....10	Practice Teaching.....10
Political Economy.....10	Advanced Chemistry.....10
Geology and Physical Geography.....10	Technics and Methods in Elementary Science.....10
Technics and Methods in Elementary Science.....10	School Supervision.....10

Students in the Latin Course will take Latin throughout the Junior and Senior years.

Students in the Kindergarten Course will take the special Kindergarten training work throughout the entire two years.

PREPARATORY WORK.

The courses of study in the Normal School are planned with the thought that a good knowledge of the common branches and good habits of study should be had by the student before entering upon the specific work of training for teaching.

As a matter of experience it is found that the degree of mastery of the common branches possessed by students coming from various High Schools in the State is a varying one.

Two students present themselves for admission to the Normal School, holding diplomas from different High Schools. Each has completed a four years' High School course and is entitled to admission. They enter and begin their work. The fact now developes that one has a definite and comprehensive knowledge of the common branches and is able to state this knowledge clearly, readily, and accurately; the other has vague, indefinite notions of these subjects, has a smattering of everything and nothing complete; and is unable to state accurately, clearly, and positively many of the most simple and important facts which should have been mastered in his previous school work, and has little or no power to see and state the relations between facts.

The first student finds himself able to do the work in the course he has selected with comparative ease, and finds time for collateral reading and study and for recreation which broaden his views and give him a deeper insight into the science and art of teaching, and into the science and art of living as well.

The second student finds himself overworked to carry on the regular studies of his course, complains that students are driven too hard, and finds little or no time for anything but text book work. His work will do something for him; if he be strong mentally and physically he may largely make up the deficiencies in his preparatory work and do excellent work in the school; but if the same effort had back of it thorough preparation, he would accomplish much more.

Letters are frequently received from persons who are preparing to enter the school upon an examination, asking the scope of the preparatory work required for admission.

For the benefit of these persons, as well as for High School students who are contemplating taking a course in the Normal School and who wish to be well prepared, the following outline of preparatory work in the several branches is submitted. It is believed that a mastery of the work here presented will not only fit the student to enter upon a Normal School course, but that it will also prove eminently practical as a partial prepara

tion at least, for more advanced work in college or university, or for the active duties of life.

Students expecting to enter the school are requested to make a careful examination of this outline.

ARITHMETIC.

The student should have ability to secure results accurately and rapidly in addition, subtraction, multiplication and division of simple and denominate numbers, common and decimal fractions, and in factoring numbers less than 100, in finding G. C. D. and L. C. M.; in extraction of square and cube roots; in the mensuration of triangles, quadrilaterals and circles, prisms, pyramids, cones, cylinders and spheres.

He should be able to form and solve proportions and to analyze problems giving rise to proportions.

He should know the fractional equivalents of the different per cents commonly used, as well as he knows the multiplication table; be able to find readily any per cent. of a number; to find any number, knowing any per cent. of it; to find what per cent. one number is of another. The student should be able to change problems under each of these three general cases to problems in common fractions and in decimal fractions, and to solve them as such. He should be able to apply the principles of percentage to operations in profit and loss, commission, trade discount, insurance and taxes, and should be master of one good method of computing interest, and be able to determine the amount due on a note on which partial payments have been made.

When dealing with small, simple, whole numbers and with common fractions whose denominators are twelve or less, and with small compound denominate numbers, he should be able to secure correct results rapidly without written work.

He should be able to give a clear analysis of the work in solving problems, and to state in order the processes involved in the solution of problems, not only when the work has all been performed, but when it is indicated without being performed.

Much time will be saved in the work in arithmetic if the student will learn to perform the fundamental operations accurately, and in the later portions of his work, indicate or state the operations to be performed in the solution of problems without actually performing them.

The mental training arises more largely from determining what operations are to be performed under given conditions, than in the mechanical performance of the operations which are always those of addition, subtraction, multiplication or division.

The student should have the power to state and solve original problems, to illustrate general principles and to furnish opportunities for applying the rules for special cases.

He should be able to state clearly, concisely and accurately, the definitions of terms commonly used in arithmetic, and to illustrate their meaning by examples or otherwise.

Unless he can improve upon the definitions given in the books, he should learn them as there stated. This statement also applies to the rules for performing operations.

It is not meant that the student should learn the words of the book without a knowledge of their meaning, but that he should understand the meaning of terms in arithmetic and know how to perform operations; then if he can not improve upon the formulation of definitions and rules given in the books, he should learn those as the orderly statement of what is in his mind. In the solution of problems, students should be able to give reasons clearly and readily for each operation.

Good oral or written expression is as essential as the ability to solve difficult arithmetical problems.

ALGEBRA.

Students should possess the ability to give clear, accurate and concise definitions of terms commonly used in algebra; the distinction between positive and negative quantities; a clear statement of the processes in adding, subtracting, multiplying and dividing algebraic quantities; an explanation of the laws governing signs in subtraction and multiplication. Should be able to state and apply the following formulas:

1st. The square of the sum of two quantities is equal to the square of the first, plus twice the product of the two, plus the square of the second.

2d. The square of the difference of two quantities is equal to the square of the first, minus twice the product of the two, plus the square of the second.

3d. The product of the sum and the difference of two quantities is equal to the difference of their squares.

4th. The product of the sum or difference of two quantities into one of them plus or minus a third quantity, equals the square of the first quantity, the sum of the second and third quantities into the first, and the product of the second and third quantities.

5th. The cube of the sum or difference of two quantities equals the cube of the first, plus or minus three times the square of the first into the second, plus three times the first into the square of the second, plus or minus the cube of the second.

In factoring the student should be able to recognize the following described expressions and to factor them.

1st. Trinomial squares.

2d. The difference of two squares.

3d. A trinomial whose first term is a square, and whose last term is the product of two factors, whose sum into the square root of the first term equals the second term.

4th. The sum or difference of two cubes.

The student should be able to find the greatest common divisor and the least common multiple by the method of factoring; should have a knowledge of and ability to apply axioms on which operations in equations are based; to give clear and orderly statements of steps in the solution of equations with explanation of the process in each case; to translate the language of problems into the algebraic language of equations and the reverse.

With fair ability in the solution of the equations, much of the time ordinarily devoted to the solution of problems may be more profitably spent in stating the equations to which the problems give rise, assuming the ability of the pupil to solve the equation without actual performance of the work. The student should be able to state clearly and apply readily laws governing exponents, co-efficients and signs, in raising a binomial to any power; to extract the square and cube roots of numerical and of literal expressions, and to explain fully the process by squaring or cubing a binomial of the form $a+x$, or $20+5$; determining the parts of which the square or cube is composed, and from a consideration of these parts formulating the steps in order in the process of extracting the roots; to make clear and accurate statements as to the force of positive and negative, integral and fractional exponents; to prove that $a^0=1$ and that $a^{-m}=\frac{1}{a^m}$. He should be able to state: when a radical quantity is in its simplest form and how to reduce it to that form; how to change the degree of a radical, how to add, subtract, multiply and divide radicals and should be skillful in performing these operations. He should have the ability to solve equations containing radicals; also quadratic equations, pure and affected. In a solution of affected quadratic equations of the form $x^2+2px=q$, the student should be able to deduce the formula $x=-p\pm\sqrt{q+p^2}$ and to use this formula in dealing with such equations. He should be able to solve simultaneous quadratic equations in the following cases:—when one equation is of the first degree; when the equations are symmetrical with respect to x and y; when each equation is of the second degree and homogeneous; to form a quadratic equation when its roots are known, and from this to show the application of factoring in a determination of the roots of affected

quadratic equations. He should be able to discuss fully the general equation $x^2+2\,px=q$, showing the values of the roots for different values of p and q; to give a general discussion of the properties of proportions, and to solve problems involving the use of proportions.

The character of the student's preparation for the work in algebra in the Normal School, will be determined as largely from his ability to make correct, clear and concise statements of definitions, processes or rules, and steps in the performance of algebraic operations, in the solutions of problems, and in general demonstrations, as in his ability to perform operations, to solve problems and to give demonstrations.

GEOMETRY.

The whole of plane geometry treated in any of the standard text-books.

It cannot be too strongly urged that this preparation be made to involve a real familiarity with the fundamental principles of the subject, and, as far as possible, an avoidance of the mere memorizing of theorems and demonstrations, substituting original demonstrations for the ordinary memorizing of demonstrations given in text books.

The work should be especially thorough in the subjects as treated in the first four books of Wentworth; the first four books of Byerly's Chauvenet's text; through Section two of book six of Stewart, Section ten of Olney, or four books of Wells.

It is especially urged that the greatest possible amount of original work be done as a means of strengthening the pupil's grasp of principles and of increasing his familiarity therewith. Work of this kind given in the text should not be omitted, but would better be supplemented by similar work from other sources.

PHYSIOLOGY.

The preparatory work in physiology should cover, in a general way, the work outlined in any good text-book, as Hutchison's Physiology and Hygiene, or Martin's Human Body. The study should be made as objective as possible, special emphasis being given to diagraming organs and systems at the time they are studied, and suggested experiments made when possible. Too much attention should not be given to details, but the fundamentals should be thoroughly grasped.

The work should give to the student a clear idea of the living body, the divisions of bodies into organic and inorganic, plants and animals, what is meant by the structure of a body, anatomy, physiology, hygiene, cell tissue, membrane, gland, muscle, tendon, blood vessel, nerve, lymphatic, bone and joint. There should also be a clear notion of the kinds of work done in the human body and the systems by which it is accomplished.

The knowledge of the digestive system should include a knowledge of what constitutes a food, and the classes of food which are taken into the system, together with a knowledge of the system as a whole, the function and structure of its organs, including the mouth, tongue, teeth, salivary glands, pharynx, esophagus, stomach, pancreas, liver, small intestine and large intestine. There should also be a clear understanding of and ability to diagram the two methods by which the digested food goes into circulation (by blood vessels and lymphatics), as well as the ability to trace the steps in the digestion of the different classes of food and to state the laws of hygiene for the system.

In connection with the circulatory system, students should be able to give the plan of the system as a whole, the function and structure of the organs of circulation, including the heart, arteries, capillaries and veins. To show the structure, composition and function of the blood, and to explain by diagram the pulmonic and systemic circulation. To show the changes which the blood undergoes in the lungs and capillaries of the system, how animal heat is produced and how regulated, and what is meant by congestion, inflammation, a cold and a fever.

A knowledge of the respiratory system should include a knowledge of the purposes of respiration, the structure and function of the organs of the system, the movements of respiration, the chemical changes which result from it, the consequent importance of ventilation and Nature's provisions for keeping the air pure. The dissection of the heart and lungs of a sheep or other mammal, and a diagram of the circulatory and respiratory systems combined, would be of value to the student at this point.

The study of the secretory system should result in a knowledge of the secretory organs and the functions of their secretions. The organs thus studied should include the mucous and serous membranes, synovial membrane, salivary glands, lining membranes of the stomach and intestines, liver, pancreas, oil glands, lachrymal glands and lining of the ear.

The knowledge of the absorbent system should include the method by which the waste matter is taken from the tissues and expelled from the body through the perspiration, lungs and kindeys. In this connection there should be a study of the skin, its structure, appendages, and functions.

As the result of the work on the osseous system, students should be able to give the composition, structure, classes and uses of bones; the parts of the skeleton in the head, trunk, upper and lower extremities: means by which parts of the skeleton are united, kinds of joints, and the hygiene of bones, especially with relation to children.

For the muscular system there should be a knowledge of the structure, function, general arrangement, position and attachment of muscles, together with rules of hygiene in connection with exercise and rest.

As a result of the study of the nervous system, the student should be able to show the necessity of a nervous system, to diagram and describe in a general way the cerebro-spinal and the sympathetic systems, to describe the two kinds of nerve tissue, with the function of each, to illustrate and explain what is meant by an impression, sensation and reflex nervous action. To diagram and state the function of the parts of the brain and spinal cord, to describe by diagram the crossing of the nerve fibres in the cord and the medulla oblongata, and to show the effect of injury to either side of the brain or spinal cord and to trace the course of the nerve current in reflex action. To show the knowledge gained through each sense acting alone and to diagram the ear and eye, describing by means of the diagram, an act of hearing and of seeing and to show reasons for defective hearing and vision.

There should be a clear notion of the action of alcohol and other stimulants and narcotics upon the human body.

PHYSICS.

The general scope of the work in physics which should be done in preparation for this school is indicated by the following outline. The work should be experimental, the pupil handling the apparatus:

1. Matter and its properties.
2. Force and motion.
3. Gravity.
4. Heat.
5. Sound.
6. Magnetism.
7. Electricity.
8. Light.

The following is a somewhat detailed outline of the work which should be done under each of the above divisions of the subject.

1. *Matter and Its Properties.*—To distinguish between a physical and a chemical change. To illustrate and define the divisions of matter, states of matter, universal and characteristic properties of matter.

2. *Force and Motion.*—To state and illustrate Newton's laws of motion and the effect of several forces acting together in the same direction, opposite direction, and at an angle, together with the conditions of equilibrium in the six simple machines, with illustrations of their applications. To distinguish between and illustrate cohesion and adhesion and to show what properties of matter are due to cohesion.

3. *Gravity.*—To show what is meant by centre of gravity, line of direction, weight and its measurement, by spring-balances, arm balances and steelyards. To state and explain the laws of falling bodies and the pendulum. To illustrate the distinguishing quality of a liquid and explain the following effects of gravity upon liquids at rest: Weight, internal pressure, level surface, same level in connecting vessels. To illustrate and explain the following: Transmission of pressure by a liquid, hydrostatic press, principle of Archimedes, falling bodies, specific gravity and a method of determining it by actual weight and by hydrometer. To show that the effect of gravity upon the atmosphere is to increase its pressure and elasticity. Apply these effects in the explanation of the barometer, lifting pump, force pump and wind.

4. *Heat.*—To show that adding heat to a body produces expansion of a solid, liquid, or gas, a rise in temperature, a change in the state of matter, decomposition. That withdrawing heat from a body produces, contraction, fall in temperature, freezing, condensation. To show that water, expands when freezing and what the effect would be if this were not the case. To explain the principle and construction of the thermometer. To show upon what the rapidity of evaporation depends, and to explain the method of distillation. To distinguish clearly between latent and specific heat and show their importance in connection with climate. To state what is meant by conduction, convection and radiation.

5. *Sound.*—To show how sound is propagated, the necessary conditions for its transmission, the nature of the sound wave, and upon what the qualities of pitch, timbre, and intensity depend. To explain by diagram the interference of sound and the formation of echoes, to show what is meant by musical sound, musical consonance, unison, octave, and musical scale. To describe and explain the formation andeffects of beats, and harmonics. To classify musical instruments and show how tones of different pitch can be produced by each.

6. *Magnetism.*—To show by diagram the distribution of magnetism upon and around the magnet and what is meant by the magnetic field and magnetic induction. To show that the earth is a magnet and explain what is meant by magnetic declination and inclination. To defend the theory of molecular magnets.

7. *Electricity.*—To show the production, nature, kinds and laws of frictional electricity. To use the electroscope in determining the kind of electrification of a body, and to show what is meant by electric potential, induction, polarization and charge, together with the explanation of the electrophorus, the Leyden jar and the action of lightning rods. To illustrate and explain the method of producing the voltaic current, the opera-

tion of a one fluid and two fluid cell and the direction of the current in the liquid and the wire. To illustrate and explain electric resistance, and to give the general laws for the same. To show what is meant by electromotive force and intensity of current, and to give the unit for each. To state and apply Ohm's law. To show how to connect cells in series and parallel and to determine the strength of current in each case from given data. To show that the voltaic current produces the following effects: magnetism, deflection of magnetic needle, heat, light, chemical decomposition. To show practical applications of the above effects in the following: telegraph, galvanometer, arc light, incandescent light, electrolysis of water, electroplating and electro-typing. To show what is meant by an induced current and the different ways in which it may be produced. To explain the principle of the dynamo. To show the practical applications of the induced current in the following:—induction coil, electric motors, telephone and electric lights.

The following books will be found valuable for reference and laboratory work: Gage's Elements of Physics; Avery's Elements of Natural Philosophy: Appleton's School Physics; Shaw's Experimental Physics; Chute's Practical Physics; Worthington's Physical Laboratory Practice; Trowbridge's New Physics; Hall and Bergen's Text-book of Physics.

GENERAL HISTORY.

I. Ancient peoples. Greece and Rome.

II. Mediaeval peoples. Feudalism, Chivalry, the Church, the Crusades.

III. The rise of modern nations and facts which mark the modern as distinct from mediaeval times.

IV. History of modern nations:

Causes and results of the Thirty Years' War. Despotism of Louis XIV. Rise of Prussia under Frederick the Great. Rise of Russia under Peter the Great. Age of Louis XV. Causes and results of the French Revolution. Military despotism of Napoleon Bonaparte. Unification of Germany under William I., Bismarck and von Moltke. Franco-Prussian War. Revolution in France during the 19th century and the establishment of the third Republic. Period of Reform in England. Home Rule. Gladstone. William II. of Germany. Russia in the 19th century. (a) Central government is absolute; (b) Local government, democratic.

UNITED STATES HISTORY.

I. The competing claims of European nations to North America. Basis of these claims. The enforcement of England's claim. The extinction of other claims.

II. Motives and Methods of English colony planting.

III. What tended to unite the Colonies? What to keep them apart?

REFERENCES:—Life of Columbus, Winsor. Life of Columbus, Lord. La Salle and the discovery of the Great West, Parkman. Discovery of America, Fiske. Conquest of Mexico, Prescott. English Colonies in America, Lodge. Old Times in the Colonies, Coffin. Articles on Colonial Life printed in the Century for '87 and '88, by E. Eggleston. The Colonies, by Thwaites.

IV. Causes and the Progress of the movement for Independence.

REFERENCES:—Formation of the Union, Hart. War of Independence, Fiske. Life of Washington, Lodge—(American Statesmen.) Autobiography of Benjamin Franklin. The Declaration of Independence. Frothingham's Rise of the Republic.

V. Attempts to secure an efficient government and the formation of the Constitution; (a) government during the Revolution, (b) weakness of the Articles of Confederation, (c) the Convention of 1787.

REFERENCES:—Critical Period of our History, Fiske. Formation of the Union, Hart.

VI. Origin of parties under the Constitution; (a) difficulties in adapting the new form of government to the existing conditions, (b) differences of opinion as to the function of government, (c) different interpretations of the Constitution.

REFERENCES:—Life of Jefferson, Morse—(American Statesmen.) Life of Alexander Hamilton—(American Statesmen).

VII. History of slavery as a factor in American politics culminating in the war of 1861–65. Comparative profitableness of slave labor in the North and in the South. Effects of same? The Compromise in the Constitution. Growth of anti-slavery sentiment at the North. Growth of feeling at the South that the slave holding interests must acquire more territory or secede from the Union. Civil War. Emancipation Proclamation. 13th, 14th and 15th amendments. The education of the negro. The development of the new South.

REFERENCES:—Life of Abraham Lincoln, Nicolay and Hay. William Lloyd Garrison, by his children. Wendell Phillips—(American Statesmen.) Anti-Slavery Days, James Freeman Clarke. Rise and Fall of Slave Power, Henry Wilson. History of the Negro in America, Williams. Personal Memoirs, U. S. Grant.

VIII. Growth in prosperity as shown in the increase of Wealth, Commercial Power, Improved modes of transportation and communication, Internal improvements, Inventions, Education, Literature, Arts, Sciences.

REFERENCES:—Bryce's American Commonwealth, Vol. II. Discoveries and Inventions of the 19th Century, Routledge. Art in America, S. G. W.

Benjamin. Education in the U. S., Boone. How Success is Won, Sarah K. Bolton. Articles in the leading Periodicals.

IX. Causes and results of the different wars in which the people of the United States have been engaged.

X. The questions of the day. Immigration, socialism, free trade, currency question, labor movements, civil service, organizations of charities and reforms.

REFERENCES: Social and Present Day Questions, Farrar. Our Country, Strong. American Citizen, Dole. Socialism and the American Spirit, Gilman. Socialism of To-day, Laveleye. Economy of Industry, Marshall. How the other Half Lives, Riis. Ai, Daniel. Prisoners and Paupers, Boies. Emigration and Immigration, R. M. Smith. Articles in Leading Periodicals.

CIVIL GOVERNMENT.

Functions of the Legislative, the Executive and the Judicial departments of the government—national and state.

Composition of the legislative department, mode of determining representative districts represented in the State Legislature and in the House of Representatives; qualifications of voters for members of the State Legislature; Representatives; U. S. Senators. Qualifications for these offices, length of term; when elected; vacancies, how filled? The most important powers of Congress; of the State Legislature. Different steps in the enactment of laws in Congress; in the State Legislature. Part played by committees in the enactment of laws.

Officers of the legislative bodies, how chosen?

What powers have the Assembly and House of Representatives not possessed by the State Senate and the U. S. Senate respectively?

Nature of executive power. How do the qualifications for Governor differ from those for President? Why?

How is each elected? For what term? How removable? Vacancy, how filled? Power of the executive in legislation. Most important powers of the executive—state and national. Steps in order in the nomination of President, Governor, Members of the U. S. Senate, House of Representatives, State Senate, Assembly, and County officers.

How is the money obtained which is necessary for paying the expenses of the national government, the state government, and the county government?

The principal courts, national and state, their relation to each other. Classes of cases tried in each. Rights of a person when on trial in the courts.

Common law as distinguished from statute law.

Provisions of the State Constitution relating to education; to the establishment and maintenance of charitable and penal institutions,

What has the legislative done for the care of defective and criminal classes?

U. S. Constitution and State Constitution, how amended? Scope and purpose of the 13th, 14th and 15th amendments.

Most important amendment to the State Constitution. Action of the Supreme Court of the State on the Gerrymander.

Students should study the text of the national and state constitutions with care and should read some book like Fiske's Civil Government, or Mowry's Studies in Civil Government.

GEOGRAPHY.

Relief terms; outline terms; making of soil; carrying forces; changes in contour and relief forms. Drainage; storage waters and running waters. Heat in the atmosphere; source. Winds; work and commercial value. Currents, commercial value. Climate affected by latitude, altitude, winds, currents, nearness to bodies of water; influence on man; climatic belts; animal and plant life. Commercial value of principal animals and plants.

Relative positions of land and water masses, of political divisions. Manners, customs, occupations and social condition of the peoples of different countries. Great commercial routes between different countries and between the different parts of the same country.

Location of great cities which are important as educational, industrial, or art centers, or because of historical associations.

Show how their influence as centers of educational, industrial, artistic or historical influence has arisen and, in a general way, its extent.

Location of production areas, where the great staples are found which minister to the wants of man; production, distribution and exchange of these staples. Necessity for and development of trade and commerce. Its influence upon the individual man, upon rural communities, upon cities and nations.

Special attention to the geography of the United States and Wisconsin.

In this work remember that man is always the central figure.

The location of mountains and plains, gulfs, lakes and rivers, cities and political divisions is of no importance except as their influence on man's condition, interests and activities is shown.

In the presence of a new fact in geography let the questions be,—how does it affect man's interests? How has it affected them in the past? How will it affect them in the future? What is its relation to other facts?

Mathematical geography. Definition. Shape of the earth; proofs. Dimensions. Lines of position, equator, parallels, meridians, latitude and longitude, how reckoned; highest degree; prime meridian; lengths of degrees.

Yearly motion: inclination of axis; constant parallelism; angle of sun's rays; revolution round the sun; change of seasons; fixing of tropics and polar circles. Orbit, ecliptic.

Daily motion: circle of illumination; rotation upon the axis; change of day and night; length of day at equator; length of day at poles: influence of variation in length of day and night upon the seasons. Zones; hemispheres; dividing lines; date line.

READING.

Students should be able to read readily and intelligently in any of the English text-books used in the High Schools. The ability to comprehend and express the thought embodied in the words of an arithmetic, a geography, an algebra, or a work on physics or botany is essential.

The student should also be able to read intelligently, and with good expression such works as are mentioned under "Literature," which see.

LITERATURE.

Select and read one novel from the following: A Hazard of New Fortunes, Howells. Thro' One Administration, Burnett. House of the Seven Gables, Hawthorne. Window in Thrums, Barrie. Dr. Sevier, Cable.

Read Legend of Sleepy Hollow and Rip Van Winkle, Irving.

Criticism and Fiction, Howells; Studies in Literature, Mabie.

Select and read one drama by Shakespeare.

Select and read one of the following: Conquest of Mexico, Prescott. Critical Period of American History, Fiske. Life of Lincoln.

Select and read one poem from each group.

TENNYSON.

Pen Portraits. Group 1, The Gardener's Daughter. Sir Galahad. Ida (Princess). Arthur, from Idyls of the King.
Elaine, " " " "
Guinevere, " " "
Launcelot, " " "

Selected Lyrics. Group 2. Break, Break, Break. The Brook. Charge of the Light Brigade. Lotus Eaters. St. Agnes. Lockesley Hall.

Favorite Idyls. Group 3. Morte d'Arthur. Guinivere. Elaine. The Holy Grail.

LONGFELLOW.

Long Poems. Group 4. Evangline. The Song of Hiawatha. Courtship of Miles Standish.

WHITTIER.

Long Poems. Group 5. Mogg Megone. The Witch's Daughter. Snow Bound.

RHETORIC.

The elements of Rhetoric as found in Hill's Foundations of Rhetoric, or an equivalent text book.

Practice in accurate, clear, concise, and ready expression of thought.

GRAMMAR.

The parts of speech; rules for capitals; a few simple rules for spelling; the noun and classes of nouns; cases of nouns; the genders; plural number and possesive case; important exceptional plurals.

Classes of pronouns; forms of pronouns; number, gender and person of pronouns; agreement with the antecedent.

Classes of adjectives; comparison; important irregular forms.

Tense forms of irregular verbs; voice; the indicative and imperative modes; participles and infinitives in their common uses. Agreement of the verb with its subject.

Classes of adverbs; comparison; common irregular forms.

Classes of conjunctions; their uses in compound and complex sentences.

Prepositions and phrases.

Important rules of syntax.

Rules for punctuation; comma, period, question mark, semicolon, colon, dash, parenthesis, quotation marks, hyphen. Subject and predicate of a sentence. Object and attribute; adjective and adverbial modifiers connectives; independent parts; clauses; compound and complex sentences analysis of sentences.

It is far more important that the student shall be able to speak and write readily and correctly than that he shall know what is embraced in the foregoing outline. It is important that he shall be able to use language correctly and if he is to be a teacher, to know why it is correct.

Outline of Work.

NORMAL SCHOOL.

Department of Psychology and Science of Education.

L. D. HARVEY.

PSYCHOLOGY.

The student is led to observe and study mental phenomena for the purpose of discovering how the laws of mental growth are obtained and how applied to teaching and to framing courses of study. Among the topics discussed are: Physical conditions in mental activity; conditions and causes for mental development; cultivation of the powers and faculties; means to be used in the development of the senses, of the intellect, of the emotional nature, of the will. Special consideration is given to the practical applications of the psychology of attention, habit forming, and will training.

The chief purpose is to have the student learn to use his powers and to observe his own psychical operations and those of children so as to arrive at a simple but clear conception of what modern psychology as related to education means.

Texts: *Sully*, *Gordy*, *McLellan*, *Carpenter*.

HISTORY AND SCIENCE OF EDUCATION.

Among the topics considered with such thoroughness as the time will admit are the following:

The educational ideas of the ancient and medieval civilizations and the lessons to be gained from them.

The causes of the Renaissance; its effects on education.

The reformers, Comenius, Montaigne, Rousseau, Pestalozzi, Froebel, and Spencer.

Discussion of the evolution of the present system of national and secular education, and of those principles that may be regarded as forming the science of education.

Texts. *Quick's* Educational Reformers, with supplemental readings in *Browning's* Educational Theories, and *Painter's* History of Education.

For the study of the science of education the following works are used: *Spencer's* Education, *Bain's* Science of Education, *Rosenkranz's* Philosophy of Education, *Payne's* Contributions to the Science of Education.

In connection with this subject a course of lectures will be given upon the economics of school work, organization, management, and method in teaching.

SCHOOL SUPERVISION.

Necessity of supervision; two kinds of school work, devising and doing; the supervisor not a mere business manager; peculiarities of the graded system; the art of grading in the country, in the village, in the city; general supervision by a village principal who must also teach; relations of the principal to the teachers, to the pupils, to the board, to the public; order in and around buildings; selection of teachers; teachers meetings; courses of study; text-books; programs; assigning pupils to grades and making promotions; promoting teachers with pupils, how far advantageous; single and double grades; use and abuse of system; records, reports, etc.; different kinds of high schools, aims of each and classification in same; county supervision.

DEPARTMENT OF CIVICS, POLITICAL ECONOMY AND HISTORY.

CHARLES H. CHAPMAN.

UNITED STATES HISTORY.

Why the United States came to be an English speaking nation.

Social and industrial development from the colonial period to the present time.

Political and financial movements traced in their development and effect upon the national life.

Territorial development of the United States.

Texts: *Johnson, Ridpath, Barnes.*

GENERAL HISTORY.

Elements that enter into modern civilization.

Beginnings of monarchy.

Development of centralized power.

Conflicts between centralized powers. (Balance of power.)

Growth of material prosperity, education, and the spirit of liberty among the people.

Conflicts between centralized powers and the people.

CIVIL GOVERNMENT.

Study of local government. Relation of State Government to Federal Government. History of the development of our present forms of Government.

Comparison of the State Constitution with that of the United States.

Texts; *Young*, *Wright*, and *Morey*. For advanced class, *Bryce's* American Commonwealth.

ELEMENTS OF POLITICAL ECONOMY.

1. Fundamental notions of Value, Wealth, Labor and Capital. The three forces or factors that enter into the production of wealth. Advantages, disadvantages and limitations of division of labor.

2. The Mechanism of Exchange: Various forms of currency; banking functions; bi-metalism. Some common errors in regard to money considered. Regulation of production and exchange by legislative enactment, and popular fallacies respecting the same. Nature and cause of panics. Law of supply and demand. Effects and limits of competition.

3. Distribution of products: Rent; interest, natural and legal rate; usury laws. Profits on capital and on business. Wages, real and nominal, of skilled and unskilled labor; of men and women. Co-operative societies. Trades unions and strikes. Principles and methods of taxation. Revenues of the State and of the United States.

4. The use of wealth: Productive and unproductive consumption. Economic significance of luxury. Subsistence and population.

Debates upon topics pertaining to this study encouraged, and student led to read both sides of disputed questions.

Texts: *Laughlin*, *Walker*.

ENGLISH DEPARTMENT.

MAE E. SCHREIBER.

ENGLISH GRAMMAR.

Review of the essentials of English Grammar, with such exercises in sentential analysis and parsing as will aid the student in interpreting the language of others and in the proper expression of his own thoughts.

COMPOSITION.

Examination of descriptions, narratives, expositions, and argumentations, by standard authors, with a view to discover the underlying laws of composition and the ways of applying those laws. Choice portions of literature are memorized throughout the entire course in English. Exercises in imitating, reproducing, and composing descriptions, narratives, expositions and argumentations. To train students to talk clearly, accurately and fluently before a class and elsewhere, a large portion of the

work is oral. Special attention is given to story telling. To show the place of the story in school work, the purposes in telling it, its adaptation to those purposes, and the method of utilizing it.

RHETORIC.

Study of diction and rhetorical figures based upon an examination of good literature. Exercises in detecting figures and constructing the same. Criticism of different forms of composition as found in the works of standard authors and the best periodical literature. Such criticism based upon the work in composition.

LITERATURE.

The aim in this subject is to cultivate in students a taste for good literature, and an appreciation of it by reading and studying such literature rather than by studying *about* literature and authors. In so far as a study of the *history* of literature and the *biography* of authors will aid in accomplishing this purpose it will be pursued, but no further.

LIBRARY READING.

In addition to the regular class work in literature each student is expected to do systematic reading throughout the entire course of two years. Courses in special Literature, History, Economics, Sociology, Science, Pedagogy, and Current Events are offered from which the students may select. Weekly conferences with the teacher are held and the aim is to make the reading not a burden, but a means of culture and a source of pleasure. In carrying out this work, students have free access to the books in the Public Library of the city of Milwaukee.

DEPARTMENT OF MATHEMATICS AND LATIN.

I. N. MITCHELL.

MATHEMATICS.

Arithmetic, algebra and geometry are reviewed from the standpoint of the teacher; discussion of methods and appliances being made a prominent feature of the work.

Arithmetic.—In this review attention is directed to the science rather than to the art of Arithmetic. The effort is made to lead to a grasp of principles rather than to a short cut to results. How and when Arithmetic should be taught as an art.

Algebra.—This review is made to cover the following subjects: Notation, numerical processes, simple equations, theory of exponents, radicals, quadratics, theory of equations, series and logarithms.

Geometry.—The review is designed to cover solid Geometry, including lines, planes, angles, prisms, cylinders, pyramids, cones, and the sphere, together with such work in plane Geometry as the class may need. Emphasis is given to original and sight work.

Texts: *Wentworth's* Arithmetic, *Well's* Algebra, *Wentworth's* Geometry.

REGULAR LATIN COURSE.

JUNIOR YEAR.

FIRST TERM:—Cicero's Orations against Catiline. Special reference to construction, word lists and style, with exercises in prose composition.

SECOND TERM:—Sallust's Catiline, Vergil—three or more books, with prosody.

SENIOR YEAR.

FIRST TERM:—Livy—Book 21. Prose composition.

SECOND TERM:—Cicero De Amicitia, De Senectute.

The following advanced Latin Course is offered to those prepared to enter it, and who desire to continue the study of Latin:

ADVANCED LATIN COURSE.

JUNIOR YEAR.

FIRST TERM:—Livy—Book 21, or Book 22.

SECOND TERM:—Cicero De Amicitia. De Senectute.

SENIOR YEAR.

FIRST TERM:—Horace, Odes and Satires, with prosody.

SECOND TERM:—Epistles De Arte Poetica, Quintilian.

DEPARTMENT OF PHYSICAL SCIENCE.

CHARLES P. SINNOTT.

Zoology.—Each student is provided with a place at the laboratory table and with material for work. Typical animals are dissected and their organs compared with reference to function and structure. The knowledge thus acquired in the laboratory is then used in the classification of animals. Elementary lessons on animals are outlined and discussed with reference to matter and methods of teaching to be employed in the lower grades. Texts: *Colton's* Practical Zoology, *Orton's* Comparative Zoology.

Botany.—The plant is studied first as a whole and then in its parts. The embryo development of several plants is observed and thus an idea of the history of plant life acquired. Plants and their parts are compared, their differences and resemblances noted, and the functions of organs determined. Work in structural and cryptogamic botany is planned for those who are prepared for it.

The study of the flora of Milwaukee is taken as fully as the time will permit, each student analyzing and mounting specimens. Texts: *Gray's* School and Field Book.

Physics.—The work in physics is, as far as possible, experimental. The pupil's attention is directed to a careful observation of facts, and to correct inferences from these observations. The experimental work is done mainly by the students, and they are held to legitimate conclusions from the results they obtain. Many of the experiments are chosen with reference to their adaptability to elementary work in the common schools. Special attention is given to the construction and use of simple apparatus. Opportunity for more advanced work in physical measurements will be offered to those who are qualified for it. Texts: *Avery's* Elements of Natural Philosophy; *Chute's* Practical Physics; *Worthington's* Laboratory Practice.

Chemistry.—Fully one-half of the time given to this subject is spent in the laboratory, where each pupil is furnished with the necessary apparatus for individual work. Observations and inferences are recorded, and the recitation work is based upon the laboratory experience and collateral reading. The course includes a descriptive study of the common elements and their compounds, the chemistry of combustion, decay, fermentation, respiration, food, dyeing, bleaching, poisons, metals; chemical theory and nomenclature; qualitative analysis and special advanced work for those prepared for it.

Texts: *Shepard's* Elements of Chemistry. *Williams'* Chemistry. *Appleton's* Young Chemist.

GEOLOGY.

The common rock making minerals are studied, each student being furnished with an individual collection and required to note the physical and chemical properties of each mineral.

The effects of the atmospheric, aqueous, organic and igneous agencies upon the earth's crust are noted, and a general classification of rocks is made according to their mineral composition, arrangement and origin, and the subsequent changes to which they have been subjected are determined.

The progress of continental and organic development in geologic time, as shown by the fossil remains in the crust, is studied in as much detail as the time will permit.

As much work as possible is done in the field, and all is made to bear directly upon the subject of geography.

Text: *Dana's* Text-Book of Geology.

TECHNICS AND METHODS IN ELEMENTARY SCIENCE.

This work has for its purpose the training of students to do elementary work in the science of common things, in the lower departments of graded schools. The scope of the work will include a determination of *what* is to be taught, *how* to teach it, and the preparation of material and appliances to be used in teaching it.

In Zoology, Botany and Geology the professional work concerns the educational value of the study as tending to cultivate the observing faculties, and to lay the foundation, by means of comparison and classification, for the habit of inductive reasoning.

THEORY AND ART OF TEACHING.

MARGARET E. CONKLIN.

Consideration of the general ends of education; the means to secure those ends. Study of, (a) The bases upon which instruction should rest; (b) ends at which instruction should aim; (c) methods which instruction should follow.

Relation between analysis and synthesis as fundamental powers of mind.

Relation between Knowledge, Feeling and Will.

Discussion of educational maxims.

The Art of Questioning:

- Importance of the art;
- Its principles;
- Its practice considered in relation to,
  - The Objects of Questioning;
  - The Qualifications of the Questioner;
  - The matter and form of Questions;
  - The matter and form of Answers.

Some attention given to special methods and devices in common school work, viz.: Primary Reading, Reading in upper grades; Primary Spelling; Primary Arithmetic and Objective work; use of Mental Arithmetic and Objective work in introducing a new subject in Arithmetic; Primary Geography; Map Study and Map Drawing; Primary Language and the study of Grammar.

General Information.

HISTORY.

The Wisconsin State Normal School located in Milwaukee was authorized by an act of the Legislature passed in 1880. The grounds and building, provided by the city of Milwaukee at an expense of fifty-three thousand dollars, were presented to the State in May, 1885, and were accepted by the Board of Regents June 4th, of the same year. The school was formally opened on the 14th day of September following.

PURPOSE OF THE SCHOOL.

"The exclusive purpose and objects of each normal school," as expressed in the statute, "shall be the instruction and training of persons, both male and female, in the theory and art of teaching and in all the various branches that pertain to a common school education, and in all subjects needful to qualify for teaching in the public schools; also to give instruction in the fundamental law of the United States, and of this state, in what regards the rights and duties of citizens."

The primary purpose of this school is to give thorough professional training to teachers. When the high schools of the state discharge their function in giving adequate and thorough academic training, the normal school can confine itself to legitimate professional work. In maintaining this school on the basis of high school preparation, it is assumed that adequate training may be obtained in the high schools. It is the intention to emphasize the importance of sound academic training before beginning professional work, and to

encourage the high schools to prepare students for the normal schools. A prominent purpose is to furnish those who are already in the profession, but who feel the need of broader and more thorough preparation for their work, an opportunity to fit themselves for something better than they have attained. In short, to meet the present urgent demand for higher professional training for teachers is the mission of the State Normal School at Milwaukee.

ADVANTAGES.

Superior advantages are offered to the students of this Normal School by reason of its location in the metropolis of the state. The varied interests, industries and opportunities to be found in a city with nearly a quarter of a million of inhabitants cannot fail to have a high educational value. The Milwaukee Public Library with nearly 70,000 volumes, the Layton Art Gallery and the Natural History Museum are available for use and observation. Churches of all religious denominations extend a hearty welcome to the students. The opportunities of attending lectures, concerts and art entertainments of a high order are not insignificant as elements of culture.

The advantage of contact with teachers of character and enterprise in a large school system can scarcely be overestimated. Students who are recommended by the Faculty as capable of teaching are occasionally employed in the city schools, and receive for their services the salary of substitute teachers. The public schools, therefore, as well as the Model School, furnish exceptional advantages for practice in teaching, and for obtaining an acquaintance with various methods of discipline, management and instruction.

LOCATION.

The Normal School building is situated on an eligible and commanding site at the corner of Wells and Eighteenth

streets. It was chosen by the Regents as one of the most attractive points in Milwaukee, and at the same time easily accessible from all parts of the city.

The arrangement of the building for school purposes is acknowledged to be excellent. There is water on every floor. The building is heated throughout by steam. Every room is well lighted and ventilated. The physical and chemical rooms are well supplied with suitable tables, bowls, gas and water, for laboratory purposes, giving opportunity for individual work by the students.

SCIENTIFIC INSTRUCTION.

An effort is made to emphasize the practical value of scientific instrnction to the teacher and its proper recognition in the theories of education. The student is led to find causes of phenomena, and to cultivate the power of leading others to see these causes and the deduced laws. He is made familiar with apparatus. He is required to test principles by personal manipulation of the instruments. Two large rooms furnished for this purpose are set apart for laboratory work in physics and chemistry, with appliances placed within the reach of the students for their use.

MANUAL TRAINING.

A workshop well furnished with benches and wood-working tools is provided for the use of the school. An instructor thoroughly trained in the Swedish system of Sloyd, or elementary wood-working, is employed to give instruction to Model School pupils, and to students in the Normal department who desire to fit themselves to take charge of similar work in the public schools, or to construct such simple pieces of apparatus as may be used by them to illustrate the action of physical laws.

During the year 1893-94, pupils in the third and fourth grades of the Model School will take daily work in manual

training as a part of their regular school work. It will not be regarded as an extra study, as a place will be made for it on the program by eliminating some other work from the course of study for these grades.

PHYSICAL TRAINING.

Physical vigor is insisted on as a necessary condition of success in the work of the school. The faculty reserves the right of limiting studies to the normal expenditure of physical energy, and of directing the students in that which will develop the mind and body harmoniously. An instructor is employed for the special purpose of giving attention to the physical training of the students and of imparting instruction in free bodily movements, calisthenics and gymnastics. The school building is well provided with dumb-bells, bar-bells, wands, Indian clubs and chest-bars.

DRAWING AND VOCAL MUSIC.

Every student is required to take a course in drawing before graduation. Both mechanical, facility and proper methods of presentation are desirable. All students are required to take a course in vocal music. Persons who cannot sing well often become good instuctors in music.

LECTURES.

It is a part of the plan of the school to have a course of lectures on various topics of interest delivered before the students each year.

THE MODEL SCHOOL.

The Model School is organized on the basis of a thoroughly classified graded school. Each room accommodates not more than forty pupils, and is under the charge

of an experienced teacher, who is held personally responsible for the instruction and for the advancement of her pupils in accordance with the most approved principles of education. During certain periods of the day the Model School is used by students for observation of the work done by the regular teachers; at others it is used for the purpose of training teachers to teach. It is the aim to exemplify in this school for children the best methods of instruction; to have its course adjusted to the age and abilities of the children, and the studies arranged so as to give each its proper amount of consideration without neglecting anything that is necessary for the early education of the child.

BOOKS.

The students of the Normal School are supplied with all necessary text-books at a rental of three dollars a year.

Text-books are also furnished in the Model School at the following rental per term:

Grammar Grades	*$1.00*
Intermediate Grades	*.75*
Primary Grades	*.50*

Books will be furnished at cost to those who prefer to own them. By misuse, abuse or loss of books, the pupil will incur a fine commensurate with the injury done.

Hereafter, a fee of fifty cents will be collected from each student in the Normal department at the beginning of each term, and will be used in furnishing periodicals for the reading room.

Books of reference may be obtained for consultation either at the school reference-library or at the Public Library, located a short distance from the Normal School. The assistance rendered by the Public Library, with its excellent equipment of works on literature, art and history, is invaluable. The students of the Normal School have thus placed at their disposal the best authorities extant upon any subject of investigation.

The thanks of the teachers and students are due to Miss West, the librarian of the Public Library and to Miss Stearns, her assistant, for the many courtesies extended to the school during the year.

BOARDING AND ROOMS.

There are abundant opportunities for obtaining good board and rooms. Rates are very reasonable considering the location of the school and the advantages and superior comforts incident to city life. The expenses of living need not exceed four dollars per week. Information concerning localities in which board and rooms may be found will be furnished by the President.

AID TO STUDENTS.

For the aid and encouragement of those who may need pecuniary assistance, and who show themselves worthy and promising as teachers, opportunities are offered to earn something by teaching occasionally as substitutes in the city schools or in the evening schools. In addition to this a loan fund has been established by the Alumni Association by means of which worthy students may be assisted.

READING ROOM.

The reading room contains the principal newspapers, monthly magazines and educational journals. It is sustained by the students and faculty and is an important auxiliary to the school.

List of Magazines on file in the Reading Room.

Quarterly Journal of Economics.

MONTHLY.

The Forum,	Century,
St. Nicholas,	Popular Science Monthly,
Scribner's Magazine,	Art Amateur,
Popular Science News,	Nineteenth Century,

Atlantic Monthly,
Wide Awake,
Education,
American Teacher,
Musical Record,
Harper's Monthly,
Review of Reviews,
Primary Education,
North American Review,
Teachers' Institute,
Western Teacher,
Public School Journal,
Popular Educator,
Wisconsin Journal of Education,
Goldthwaite's Geographical Magazine.

WEEKLY.

Harper's Weekly,
The Nation,
Intelligence,
Week's Current,
Youth's Companion,
Journal of Education,
School Journal,
The Christian Union,
Critic.

DAILY.

Milwaukee Sentinel,
Milwaukee Journal,
Chicago Herald.

LITERARY SOCIETY.

The Normal Lyceum, a literary society supported by the young men and women of the school, holds its regular sessions on Friday evenings. These meetings have proved highly beneficial as a means of cultivating a talent for literary work and public discussion, and as a school of parliamentary practice. Membership is voluntary, but students are encouraged to become members. As a rule the strongest students are active workers in the society.

TUITION.

No tuition is charged the members of the Normal department who express their intention to follow the profession of teaching. Others desiring the advantages of the school but not intending to teach, or such as do not show satisfactory evidence of teaching ability are charged tuition.

Tuition in every case is paid in advance and for the entire term, at the following rates per week:

First and Second Grades .....*20 Cents*
Third and Fourth Grades.....*20 Cents*
Fifth and Sixth Grades.....*25 Cents*
Seventh and Eighth Grades.....*30 Cents*
Normal School.....*75 Cents*

GRADUATION.

The university plan of graduation is followed. This permits the student to complete his course at any time that his fitness to teach has been made evident to the Faculty. The diploma has been conferred in several instances during the scholastic year as well as at its close. When issued it legally qualifies the holder to teach in any public school in the state for one year, after which it may be countersigned by the State Superintendent when it becomes an unlimited State Certificate.

The following is the regulation of the Board of Regents concerning graduation.

No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than ninteen years of age, but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

Hereafter persons completing the course before the February meeting of the Board of Regents will be reported as members of the class of the preceding year. Those completing the course after the February meeting and before June will be classified with the class graduating in June.

ADVICE TO CANDIDATES FOR ADMISSION.

1. Read this catalogue carefully and note the requirements for admission and the outline of work required for graduation.

2. Determine to make thorough preparation before entering. Defects, if they exist, will certainly manifest themselves, and may interfere seriously with the successful completion of the course in the time prescribed.

3. Resolve to enter the school with the purpose of undertaking *only as much* as can be done *well*, and without injury to your health.

4. Give particular attention to *penmanship, reading, spelling and composition work.* It is very desirable that Etymology also should be *thoroughly* studied before entering. In all these particulars there is much to be desired of most persons applying for admission, some graduates of high schools even admitting that they have never written an essay before entering the Normal School. Prepare to show by examination, that you can:

a. Write a neat and legible business letter.

b. Spell correctly the vocabulary of a daily newspaper and of ordinary text books.

5. Read as much good literature and history as possible, and read carefully and thoughtfully.

6. Prepare to be admitted at the beginning of the year and to continue to the end. The gain of a month's salary in teaching will rarely compensate for the loss sustained by not taking the class work regularly.

TERMS OF ADMISSION.

The following regulations have been established by the Board of Regents:

First— Each Assembly District in the State shall be entitled to eight representatives in the Normal Schools, and in case vacancies exist in the representation to which an Assembly District is entitled, such vacancy may be filled by the President and Secretary of the Board.

Second—Candidates for admission shall be nominated by the County Superintendent of the County, or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city in which the candidate may reside. The candidate shall be at

least sixteen years of age, of sound bodily health, and good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health, and character, and a duplicate of such certificate shall be immediately sent by the Superintendent to the Secretary of the Board, (W. D. Parker, Madison.)

Third—Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of the President, and if found qualified to enter the Normal School, in respect to learning, (graduates of Free High Schools and Colleges are admitted upon their diplomas, without examination) he may be admitted after furnishing such evidence of good health and good moral character as the President may require, and after subscribing to the following declaration:

I,....., do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of the State.

Fourth—No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school one term, provided that, in his judgment, such certificate is deserved.

Graduates.

As the number of graduates of the school increases and they are called to more distant fields of labor than in the first years, the necessity of reporting any change of address becomes more apparent. It is very desirable that each graduate should report to the President every year, by letter or by postal card, stating what changes have been made by promotion, by marriage or by removal.

1886.

"Step by Step."

Appleyarde, Emma Louise,	Teacher,	Milwaukee
Chase, Mary Belle,	Teacher,	Milwaukee
Culligan, Lucy Camilla,	(Mrs. G. H. Krock)	Milwaukee
Cunningham, Agnes Maria,	Teacher,	Milwaukee
Epstein, Tillie,	Teacher,	Milwaukee
Follett, Mary Frances,	Teacher,	Milwaukee
Foulkes, Viola Marguerite,	(Mrs. Theodore B. Olsen)	Milwaukee
Haase, Laura,	(Mrs. Kramer)	Madison
Hughes, Minnie Beddoes.	(Mrs. George Daggett)	Minneapolis, Minn.
Malloy, Kittie B.,	Teacher,	Milwaukee
Olsen, Ida,	Teacher,	Milwaukee
O'Sullivan, Elizabeth J.,	Teacher,	Milwaukee
Reynolds, Lillian Frances,	Teacher,	Milwaukee
Rogers, Emma Adelaide,	(Mrs. Edwin A. Dickinson)	Chicago, Ill.
Worms, Jessie,	Teacher,	Milwaukee

1887.

"We study with light to bless with light."

Bergen, George B.,	Teacher, High School,	Elgin, Ill.
Clarke, Susie G.,	Teacher,	Milwaukee
Clarke, Maggie,	Teacher,	Milwaukee
Cooke, Mary E.,	(Mrs. Edward F. Capron)	Chicago, Ill.
Doerfler, Anna F.,	Teacher,	Milwaukee
Fuchs, Theresa,	Teacher,	Milwaukee
Hines, Maggie,	Teacher,	Milwaukee
Hood, Gertrude,	Teacher, High School,	Ripon, Wis.
Leyser, Minnie B.,	Teacher,	Milwaukee

Newman, Sarah,		
Nichols, Lyda P.,		Kansas City
Pfoertch, Dina,	Teacher,	Milwaukee
Riley, Eva E.,	(Mrs. Charles A. Butler)	Milwaukee
Stearns, Lutie E.,	Public Library,	Milwaukee
O'Sullivan, Eugenia,	Teacher,	Milwaukee
Tomelty, Mary,	Teacher,	Milwaukee
Zahl, Lydia M.,	Teacher,	Milwaukee

1888.

"Ad Astra."

Apple, Rebecca C.,	(Mrs. M. A. Mendelsohn)	Milwaukee
Booth, Marion,	Teacher,	Milwaukee
Cole, Gertrude E.,	Teacher,	Milwaukee
Comstock, Jessie H.,	Teacher,	Milwaukee
Dehm, Lena M.,	Teacher,	Milwaukee
Desmond, Mary J.,	Teacher,	Milwaukee
Dietz, Lillie D.,	Teacher,	Milwaukee
*Farrall, Jennie.		
Foulkes, Eugenia M.,	Teacher,	Milwaukee
Hoenes, Jacob E.,	Teacher,	Milwaukee
Loewenmeyer, Emily,	Teacher,	Milwaukee
McCormack, Nellie R.,	Teacher,	Milwaukee
McDowell, Fannie E.,	Teacher,	Milwaukee
Paine, Edith G.,	(Mrs. John Le Feber)	Milwaukee
Parkes, Annie B.,	(Mrs. W. L. Phillips)	Milwaukee
Pierce, Marion,	Teacher,	Milwaukee
Ramaker, Nellie D.,	Teacher,	Milwaukee
Sivyer, Carrie A.,	(Mrs. George W. Ferris)	Milwaukee
Sheldon, Carrie A.,	Teacher,	Milwaukee
Strass, Alice,	Teacher,	Milwaukee
Thompson, Mary,	Teacher,	Milwaukee

1889.

"Rowing not Drifting."

Ackerman, John H.,	Superintendent of Schools,	East Portland, Ore.
Anderson, Mabel L.,	Teacher, High School,	La Crosse
Barber, Katherine,	Teacher,	Milwaukee
*Brunst, Clara.		
Froelich, Minnie,	Teacher,	Milwaukee
Harley, Katherine C.,		Milwaukee
Hauser, Sophie,	Teacher,	Milwaukee

*Deceased.

Lage, Thomas Henry,	Principal, High School,	New Richmond, Wis.
Luebke, Ottilie E.,	Teacher,	Milwaukee
Meisnest, Frederick Wm.,	Student, State University,	Madison, Wis.
Morgan, Elizabeth E.,	Teacher,	Milwaukee
O'Brien, Bridget Vaughn,	Teacher,	Milwaukee
Purdy, Edith A.,	Teacher, State Normal School,	Platteville, Wis.
Smith, Marietta, B.,	Teacher,	Milwaukee
Thomas, Emma L.,	Teacher,	Milwaukee
Waigli, Eleanor,	Teacher,	Milwaukee
Walrath, Cornelia R.,	Teacher,	Milwaukee
Warne, Lucy Adell,	Teacher,	Milwaukee
Weltzien, Lena Marie,	Teacher,	Milwaukee

1890.

"To be not to seem."

Aldrich, Mildred,	Teacher,	Milwaukee
Bolton, Frederick E.,	Student, State University,	Madison, Wis.
Conant, Jennie C.,	Teacher,	Sheboygan, Wis.
Corbitt, Lilian,	Teacher,	Milwaukee
Couch, Ernest E.,	Principal, High School,	Eagle River, Wis.
Davis, Julia,	(Mrs. John Frye)	Springfield, Ill.
Fellows, Jane M.,	Teacher,	Milwaukee
Foote, Neena,	Teacher,	Milwaukee
Goetsch, Hattie L.,	Teacher, Normal School,	Whitewater, Wis.
Hallowes, Clara,	Teacher,	Fort Atkinson, Wis.
Hauser, Daisy,	Teacher,	Milwaukee
Hegner, Herman F.,	Student, Chicago University,	Chicago, Ill.
Heideman, Lena,	Teacher, High School,	Sheboygan, Wis.
Kahlenberg, Louis,	Student, State University,	Madison, Wis.
McKillop, Nettie,	Teacher,	Milwaukee
Nichols, Mattie A.,	Teacher,	Milwaukee
Nickey, Minnie E.,	Teacher,	Milwaukee
Paine, Alice C.,	Teacher,	Milwaukee
Rodee, Nellie M.,	Teacher,	Milwaukee
Sheldon, Nellie J.,	Teacher,	Milwaukee
Taylor, Ada,	Teacher,	Milwaukee
Trask, Katherine B.,	Teacher,	Sioux Falls, South Dak.

1891.

"More Beyond."

Arnold, Glenn B.,	Solicitor,	Lake Geneva, Wis.
Beach, Carrie M.,	Teacher,	Milwaukee
Bolton, Herbert E.,	Principal, High School,	Fairchild, Wis.
Brugger, Frances M.,	Teacher,	Milwaukee
Buell, Harry C.,	Teacher, High School,	Mineral Point, Wis.
Burnham, Anna E.,	Teacher, High School,	Evansville, Wis.
Calkins, Mary I.,	Teacher,	Milwaukee
Dreutzer, Corrilla C.,	Teacher,	Milwaukee
Finan, John J.,	Teacher,	Milwaukee
Haisler, Elizabeth C.,	Teacher,	Milwaukee
Hanley, Elizabeth A.,	Teacher,	Racine, Wis.
Hegner, Ida E.,	Teacher,	Milwaukee
Houlan, Marion C.,	Teacher,	Milwaukee
Limberg, Theresa	Teacher,	Milwaukee
O'Leary, Jessie L.,	Teacher,	Reedsburg, Wis.
Palutzke, Bertha,	Teacher,	Milwaukee
Pennell, Elizabeth,	Teacher,	Milwaukee
Pollock, Mary E.,	Teacher,	Milwaukee
Ramsey, Susan E.,	Teacher,	Milwaukee
Robrahn, Frances,	Teacher,	Milwaukee
Schlundt, Herman,	Student, State University,	Madison, Wis.
Shire, Sarah,	Teacher,	Milwaukee
Smith, Nellie M.,	Teacher,	Milwaukee
Stillman, Mary Louise,	Teacher,	Milwaukee
Wright, Jane,	Teacher,	Milwaukee

1892.

"Catch the Sunshine."

Bloomfield, W. E.,	Educational Journalism,	Milwaukee
Borresen, Lilly M. E.,	Teacher,	La Crosse
Broer, Fred. W.,	Principal of School,	Sheboygan
Burnham, Katherine F.,	Teacher,	Milwaukee
Caldwell, Minnie,	Teacher in High School,	Baraboo
Clark, Amy E.,	Teacher,	Milwaukee
Delpsch, Laura L.,	Teacher,	Milwaukee
Dittmer, Anna H.,	Teacher,	Milwaukee
Ducker, William H.,	Leach, Shewell & Sanborn,	Chicago
Fowler, Lotta B.,	Teacher,	Milwaukee
Fuller, Anna B.,	Teacher,	Milwaukee

Fuller, Gertrude, E.,	Teacher,	Milwaukee
Galligan, Cecilia R.,	Teacher,	Milwaukee
Griffiths, Minna S.,	Teacher,	Milwaukee
Harris, Alice,	Teacher,	Milwaukee
Hill, Henry D.,	Principal of High School,	North Greenfield
Howard, Mrs. Ellen J.,	Teacher in High School,	Waupun
Howard, F. C.,	Principal of High School,	Waupun
Miller, Ida,	Teacher,	Sheboygan
Peppard, Joseph M.,	Principal of High School,	South Milwaukee
Rice, Margaret,	Teacher in High School,	Plymouth
Rogers, Irma E.,	Teacher,	Milwaukee
Saveland, Linda C.,	Teacher,	Milwaukee
Slosson, May,	Teacher,	Milwaukee
Smith, Fred. J.,	Supt. of Schools, Juneau County,	Mauston
Staehle, Max,	Principal of High School,	Port Washington
Swinburne, Julia M.,	Teacher,	Milwaukee
Thomson, Alva A.,	Teacher in High School,	Necedah
Wackler, Catherine H.,	Teacher,	Baraboo
Warne, Edna V.,	Teacher,	Milwaukee
Welles, Frances B.,	Teacher,	Milwaukee

CALENDAR 1893-1894.

Entrance Examination, Tuesday, Sept. 5, 1893.

School Organized, Wednesday, Sept. 6, 1893.

Winter Vacation begins Dec. 22, 1893.

Session Resumed Tuesday, Jan. 2, 1894.

First Term Ends Wednesday, Jan. 31, 1894.

Second Term Begins Thursday, Feb. 1, 1894.

Spring Vacation, Easter Week, 1894.

Graduating Exercises, Wednesday, June 27, 1894.

Meeting of Alumni, Thursday, June 28, 1894.

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